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ABSTRACT

The purpose of the study reported in this document was to describe the quantitative and qualitative characteristics of the vocational teacher education programs among institutions that are members of the University Council for Vocational Education. A questionnaire was mailed to representatives of each member institution in October 1985, with a 100 percent response rate. Findings were reported in seven areas: personnel, credit hour production, administrative structure, financial information, undergraduate data, masters degree programs, and doctorates. The following implications were drawn: (1) the number of full-time faculty in vocational education units in universities has been reduced during the past five years; (2) the use of graduate teaching assistants has increased; (3) faculty members in vocational education units spend more time teaching and less time conducting research than do their counterparts in other academic disciplines; (4) salaries are similar among vocational education and other academic teachers; (5) most institutions have seen reduced demand for vocational education courses during the past five years; (6) the state agencies administering vocational education have reduced the priority for funding vocational teacher education during the same period; (7) reduced resources have forced a higher percentage of vocational education budgets to go for salaries rather than for equipment; (8) the quality of vocational education students has increased, but their numbers have declined; and (9) the number of students in doctoral programs in vocational education has declined. (The majority of this report is made up of tables supporting the data findings.) (KC)

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RESEARCH REPORT

The Status of Vocational Teacher Education in University Council for Vocational Education Member Institutions

BY

B. Harold Anderson, Project Director

Prepared for the
University Council for Vocational Education

June, 1986

U.S. DEPARTMENT OF EDUCATION
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FOREWORD

The decade of the 80's has become the era of major change in higher education. Fluctuating enrollments, uncertain budgets, and reductions in professional personnel are common elements of university administration today. Vocational education units in colleges and universities are not immune to these situations. To the contrary, in some cases they have been more adversely affected than have other units of the academic community.

Institutional representatives of the University Council for Vocational Education, when discussing these changes recognized that no specific data were available to determine trends and to ascertain the present status of vocational education in higher education. Council members agreed that it was a high priority to obtain this data, and it was within the University Council's purposes to sponsor and fund a study to obtain the information needed.

At the December 1984 meeting of the Council, a task force on the status of vocational teacher education was given approval by the Council to develop a request for proposal (RFP) to study the status of vocational teacher education in member institutions. The RFP was distributed in the spring of 1985 and the Council awarded the contract to conduct the study reported here at their July, 1985 meeting.

Among the specific purposes listed in the by-laws of the Council are those to develop new knowledge, to ascertain its effective use, and to provide a mechanism for improving the capacity of institutions of higher education to provide for professional development in vocational education. This research project is the first of what hopefully will become a series of studies sponsored by the Council to develop and disseminate information that can be utilized to improve vocational education.

ACKNOWLEDGEMENTS

The project director wishes to express his sincere appreciation to those persons who provided assistance in planning and conducting this study. The faculty members at Colorado State University and the institutional representatives of member institutions who reviewed the questionnaire provided valuable input. Appreciation is also extended to all those individuals at each member institution who helped provide the information requested on the questionnaire.

A very special thanks is extended to Mary Zimmerer who served as research technician on the study. Mary spent countless hours analyzing and presenting the data. Her dedication and interest in the study greatly simplified the work of the project director.

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June, 1986

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EXECUTIVE SUMMARY

THE STATUS OF VOCATIONAL TEACHER EDUCATION IN UNIVERSITY COUNCIL FOR VOCATIONAL EDUCATION MEMBER INSTITUTIONS

Introduction

Significant changes have occurred in vocational teacher education programs during the past few years. Major changes will undoubtedly occur in the years ahead. Previously, no specific data was available to describe the nature and characteristics of the comprehensive vocational teacher education programs. The need for specific data describing their programs in the member institutions of the University council for Vocational Education was verified at the UCVE meeting in New Orleans in December, 1984. In response to this need, the council funded a project in July of 1985 designed to collect and analyze the data that was needed. This summary is a condensation of the information obtained from this study.

Purpose

The purpose of this study was to describe the quantitative and qualitative characteristics of the vocational teacher education programs among institutions which are members of the University council for Vocational Education. With this information available, member institutions will be able to compare the nature of their programs with those in their peer institutions in planning and redirecting programs for the future. It is also hoped that this study will provide specific information that will be of value to the total higher education community.

Procedures

The following procedures were utilized in conducting this study.

1. A comprehensive literature search was conducted to locate samples of data gathering instruments that were utilized in studies of a similar nature.
2. A draft of a data gathering instrument was developed and reviewed by selected members of the vocational education faculty at Colorado State University. These faculty members suggested several changes in format and content. These suggestions were then incorporated into a revised draft instrument.
3. The revised draft of the data gathering instrument was sent to the institutional representative of each member institution. Institutional representatives were asked to review the instrument and return the instrument with their suggested changes.
4. The majority of the changes suggested by the institutional representatives were incorporated into the final questionnaire (see Appendix A) that was utilized to collect the data.
5. The questionnaire was mailed to the institutional representative in each member institution in October of 1985. The original goal was to have the completed questionnaire returned by mid November of 1985. Because of the length of the questionnaire, and the schedules of those providing the information, it was apparent that a 100 percent return would not be accomplished by that date. After consultation with officers of the Council it was decided to wait until all returns had been received to begin analyzing the data.
6. By March of 1986 all institutions had returned the questionnaire and the goal of a 100 percent response was attained.

7. All responses were sorted and assigned an institution number for reference. Numeric data were entered into an electronic spreadsheet using IBM P.C. hardware and Lotus 1-2-3 Software.
8. From spreadsheet data, micrographics were developed and printed on a Hewlett-Packard plotter. IBM Filing Assistant Software was used to format and accumulate all text data. These data were sorted and printed in report form using IBM Reporting Assistant Software.

Findings

Based on an analysis of the data the following major findings are presented.

Personnel

1. The mean number of faculty members per institution dropped from 22 to 19 during the period of 1981 to 1985.
2. Thirteen or 72 percent of the institutions had fewer faculty members in 1985 than were employed in 1981. Three or 17 percent of the institutions showed an increase in the number of faculty members during this period. Two or 11 percent of the institutions reported no change in this area.
3. The average number of full-time faculty members employed in the 18 member institutions during the 1985 academic year was 19. This ranged from a high of 40 and a low of 5.
4. Nine or 50 percent of the institutions reported an increase in the number of internally funded GTAs during the 1981-1985 period. Only one institution reported a decrease in the number of internally funded GTAs during this period.
5. Eight, or 44 percent of the institutions reported a decrease in the number of full-time support staff employed during the 1981-1985 period. Four institutions reported an increase and five institutions reported no change.

6. The mean distribution of load for the undergraduate faculty in the 18 member institutions was 63 percent teaching, 21 percent research and 16 percent service.
7. The mean distribution of load for the graduate faculty in the 18 member institution was 61 percent teaching, 22 percent research and 17 percent service.
8. The average faculty teaching load per term during the 1985-86 school year was 8.8 credit hours, with a range of 6 to 12.5.
9. Three institutions reported that faculty members are required to be certified or credentialed.
10. The mean salary for professors during the 1985-86 academic year was $44,000.00 with a range of $31,000.00 to $64,000.00.
11. The mean salary for associate professors during the 1985-86 academic year was $34,000.00 with a range of $23,000.00 to $48,000.00.
12. The mean salary for assistant professors during the 1985-86 academic year was $26,000.00 with a range of $21,000.00 to $48,000.00.
13. The mean salary for the administrator of the vocational education unit in the 18 member institutions was $53,000.00 with a range of $45,000.00 to $71,000.00.
14. The mean faculty salary increase in the 18 member institutions during the 1985-86 school year was 6.6 percent with an institution range of 3 to 15 percent.

Credit Hour Production

1. Eleven or 61 percent of the institutions utilized a semester rather than a quarter calendar.
2. Six institutions reported an increase in credit hour production when comparing the 1985 school year with 1981, while eight institutions reported a decrease.

3. Six institutions reported an increase in graduate level I credit hour production when comparing the 1985 school year to 1981, and six institutions reported a decrease.
4. Five institutions reported an increase in graduate level II credit hour production when comparing the 1985 school year with 1981, while six institutions reported a decrease.
5. Two institutions reported an increase in off-campus credit hour production when comparing the 1985 school year with 1981 while six institutions reported a decrease.
6. Eleven or 61 percent of the institutions reported they received university monies for off-campus instruction.
7. Four of the institutions reported an increase in the level of inservice activity when comparing the present year to five years previous. eight reported a decrease and six reported no change.

Administrative Structure

1. Thirteen or 72 percent of the institutions had distinct departments or divisions with all the undergraduate and graduate programs provided through the unit. Three other administrative structures were also reported.
2. The mean total enrollment of the 18 member institutions was 27,000 students with a range of 10,000 to 57,000.
3. The mean graduate enrollment of the 18 member institutions was 5,800 students with a range of 1,800 to 17,000.

Financial

1. Thirteen or 72 percent of the institutions reported received federal vocational education monies from the state agency administering vocational education, while nine received state vocational education monies.

2. Eight or 44 percent of the institutions indicated an increase in the level of university financial support during the last five years while eight reported a decrease and two reported no change.
3. One institution reported an increase in the level of financial support from the state vocational education agency during the last five years while twelve institutions reported a decrease.
4. Seven or 39 percent of the institutions reported an increase in contract and grant support during the last five years while ten institutions reported a decrease.
5. Four of the institutions reported an increase in total financial support during the last five years, while eight institutions reported a decrease.
6. Thirteen or 72 percent of the institutions reported the percentage of the total budget allocated to faculty salaries has increased during the last five years while two or eleven percent of the institutions reported a decrease.
7. Eleven or 61 percent of the institutions reported a decrease in the percentage of the total budget allocated to equipment acquisition, while two institutions reported a decrease.
8. Fourteen or 78 percent of the institutions reported they shared the contract and grant overhead monies generated by the unit, ranging from three percent to 52 percent.
9. Undergraduate resident tuition ranged from less than $300.00 to over $1700.00 per term in the member institutions while non-resident tuition ranged from $800.00 to $3500.00 per term.
10. Twelve or 67 percent of the institutions reported tuition differed between the undergraduate and graduate levels and eight or 44 percent of the institution reported a difference in campus and off-campus tuition rates.

Undergraduate Data

1. Seven or 39 percent of the institutions reported undergraduate students are required to have work experience as a requisite for graduation.
2. Eleven or 61 percent of the institutions reported they could grant credit for work experience.
3. The mean number of semester credits required for graduation at the bachelor level in the member institutions was 129 with a range of 120 to 140.
4. Seven institutions reported that passing a competency test was required prior to admission to teacher education and ten institutions reported passing a competency test was a requisite for certification.

Masters Degree Program

1. The mean number of semester credits required for graduation at the masters level in the member institutions was 32 with a range of 30 to 37.
2. The minimum GPA required for admission to a masters degree ranged from 2.3 to 3.5 (A = 4.0).
3. Eight institutions required the GRE as a requisite for admission to a masters program.
4. Five institutions required professional experience as a requisite for admission to a master degree.

Doctoral Data

1. All but one of the institutions reporting showed a decrease in enrollment and graduates of the doctoral program when comparing the 1985 school year with 1981.
2. Seven institutions awarded only the Ed.D. at the doctoral level while five institutions only offered the Ph.D. and six institutions offered both.

3. The mean number of semester credits required beyond the baccalaureate degree in the doctoral program of the member institutions was 84 with a range of 64 to 97.
4. The mean minimum GPA required for admission to a doctoral program in the member institutions was 3.1, with a range of 2.75 to 3.75 (A = 4.0).
5. Thirteen or 72 percent of the institutions required taking the GRE as a requisite for admission to a doctoral program.
6. The mean minimum GRE score required for admission to the doctoral program in the member institutions was 980 with a range of 800 to 1100.
7. Eleven or 61 percent of the institutions required professional experience prior to admission to the doctoral with a range of two years to three years.

Implications

Based on the findings of this study the following implications are drawn.

1. The majority of comprehensive vocational education units in universities have gone through a period of reducing the number of full-time faculty members and support staff during the last five year.
2. To compensate for reductions in full-time faculty members in vocational education institutions have increased the use of graduate teaching assistants.
3. Faculty members in vocational education units spend more of their time teaching and less time conducting research than do the counterparts in other academic disciplines.
4. The salaries paid faculty members in vocational education units is similar to the average of salaries of all faculty members in comprehensive universities. However, there appears to be a wider range of salaries within the discipline than found in other disciplines.

5. Most institutions have undergone a period of reduced demand for vocational education courses and services on both an on-campus and off-campus basis during the last five year.
6. During the last five years the state agency administering vocational education has reduced the priority for funding vocational teacher education and related services performed by colleges and universities.
7. Reduced resources have forced vocational units at the university level to allocate a higher percentage of their total budget to faculty salaries resulting in a deduction in the percentage of the budget available for equipment acquisition.
8. The quality of students admitted to undergraduate programs has increased but the total number of undergraduate students enrolled in vocational education has declined during the last five years.
9. The number of students enrolled in doctoral programs in vocational education has declined during the last five years which may be a result of the termination of federally sponsored fellowship programs and increased competition for positions requiring a doctorate.

GRAPHIC PRESENTATION OF FINDINGS

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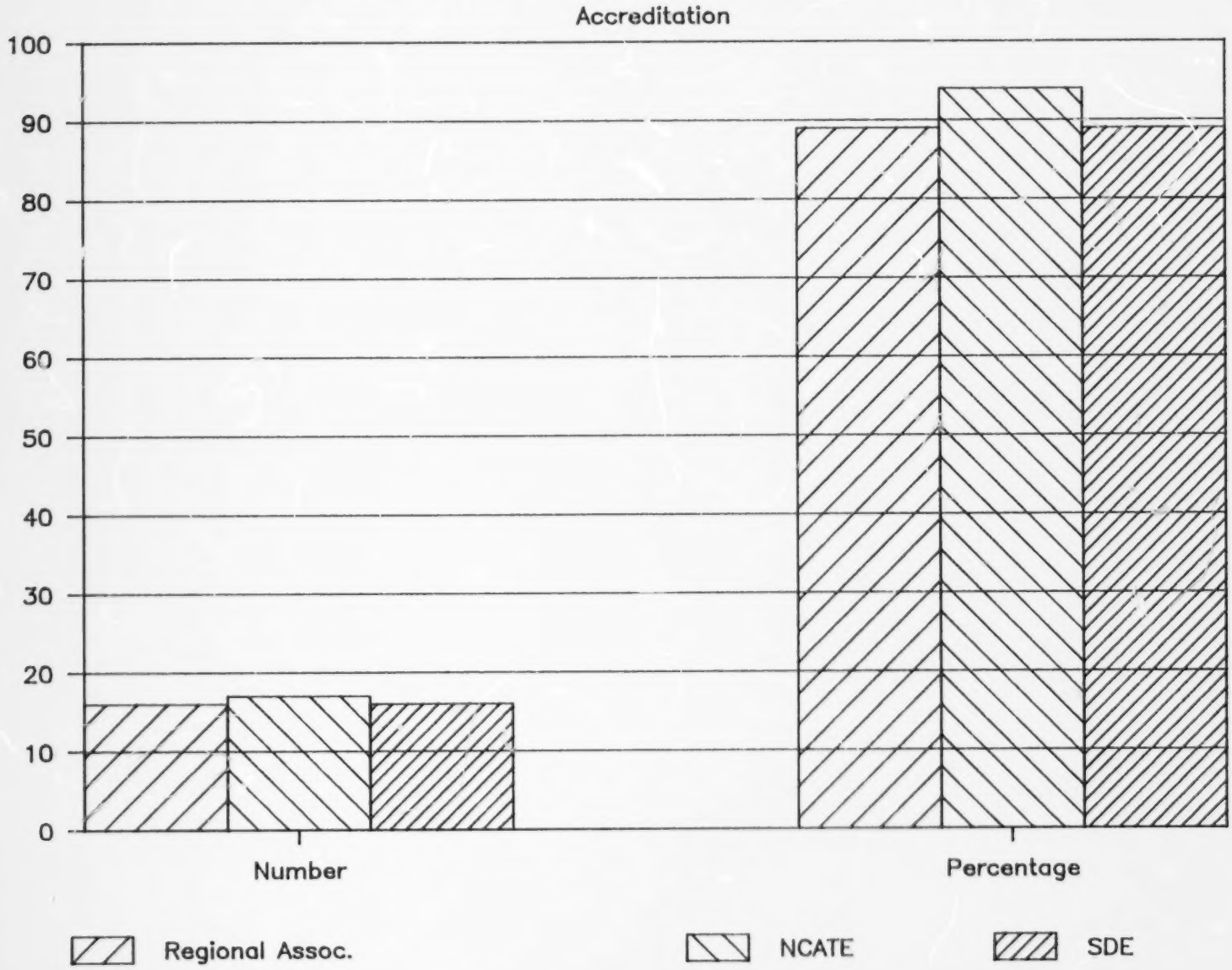
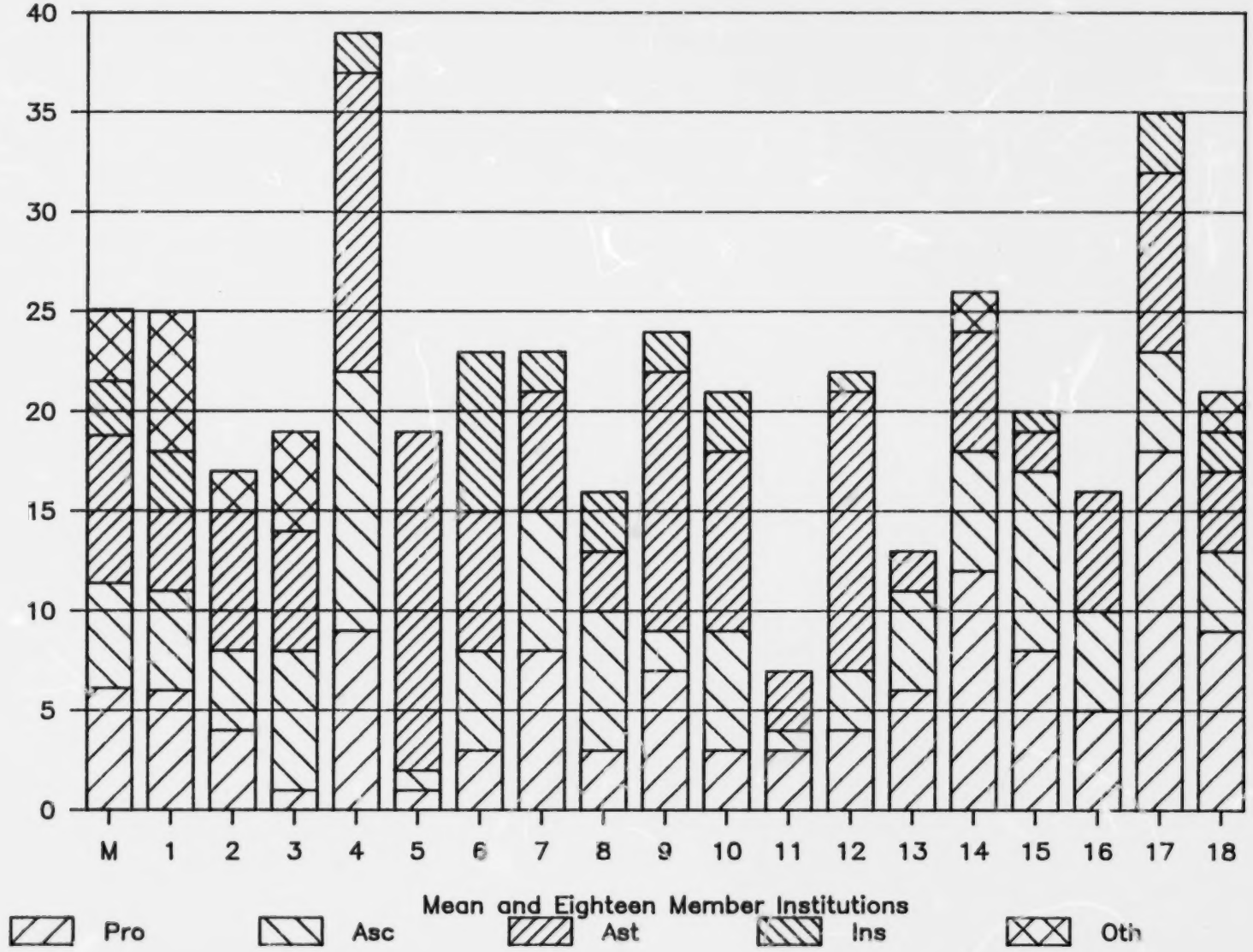
UNIVERSITY COUNCIL MEMBER INSTITUTIONS



TOTAL FACULTY BY RANK – 1981



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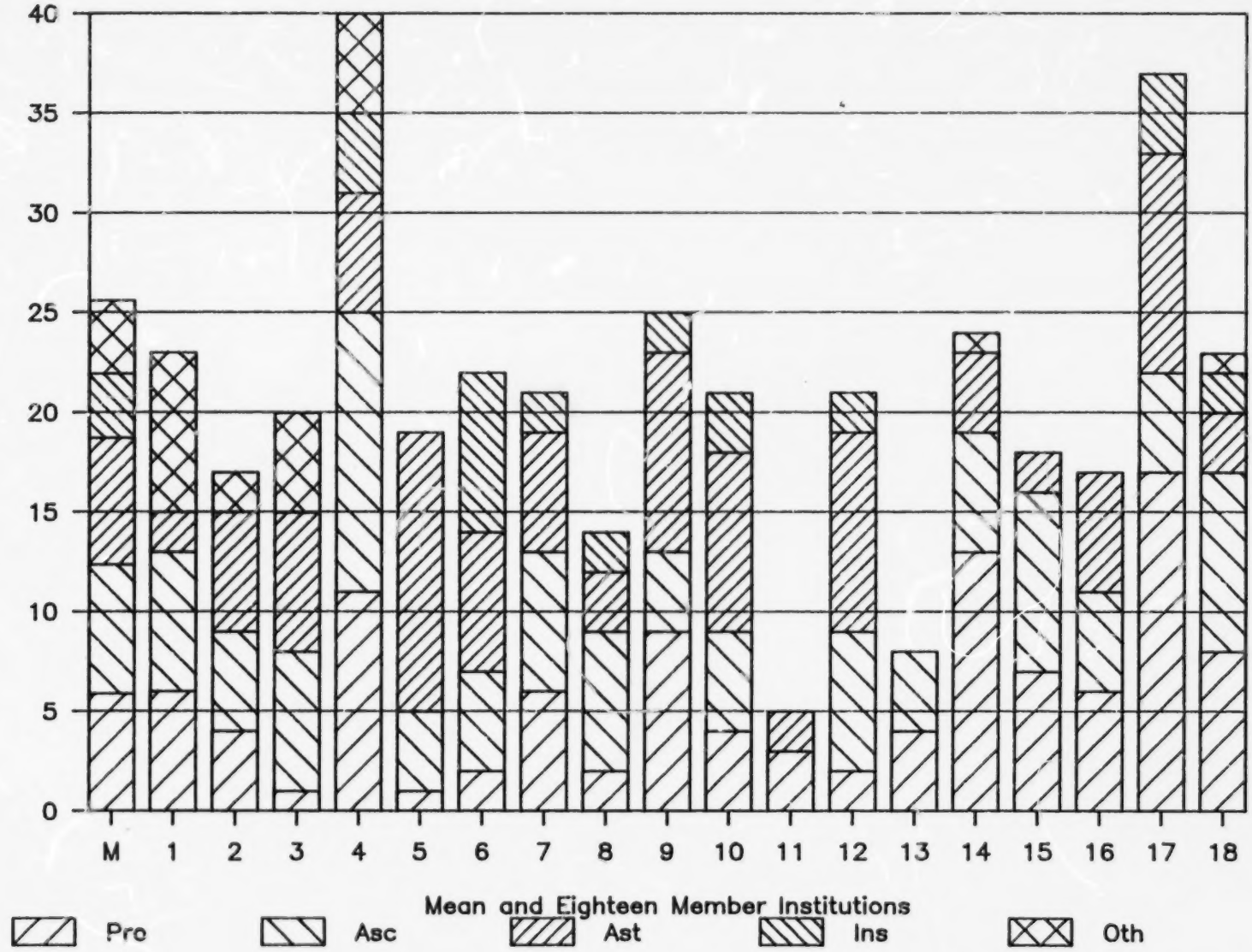

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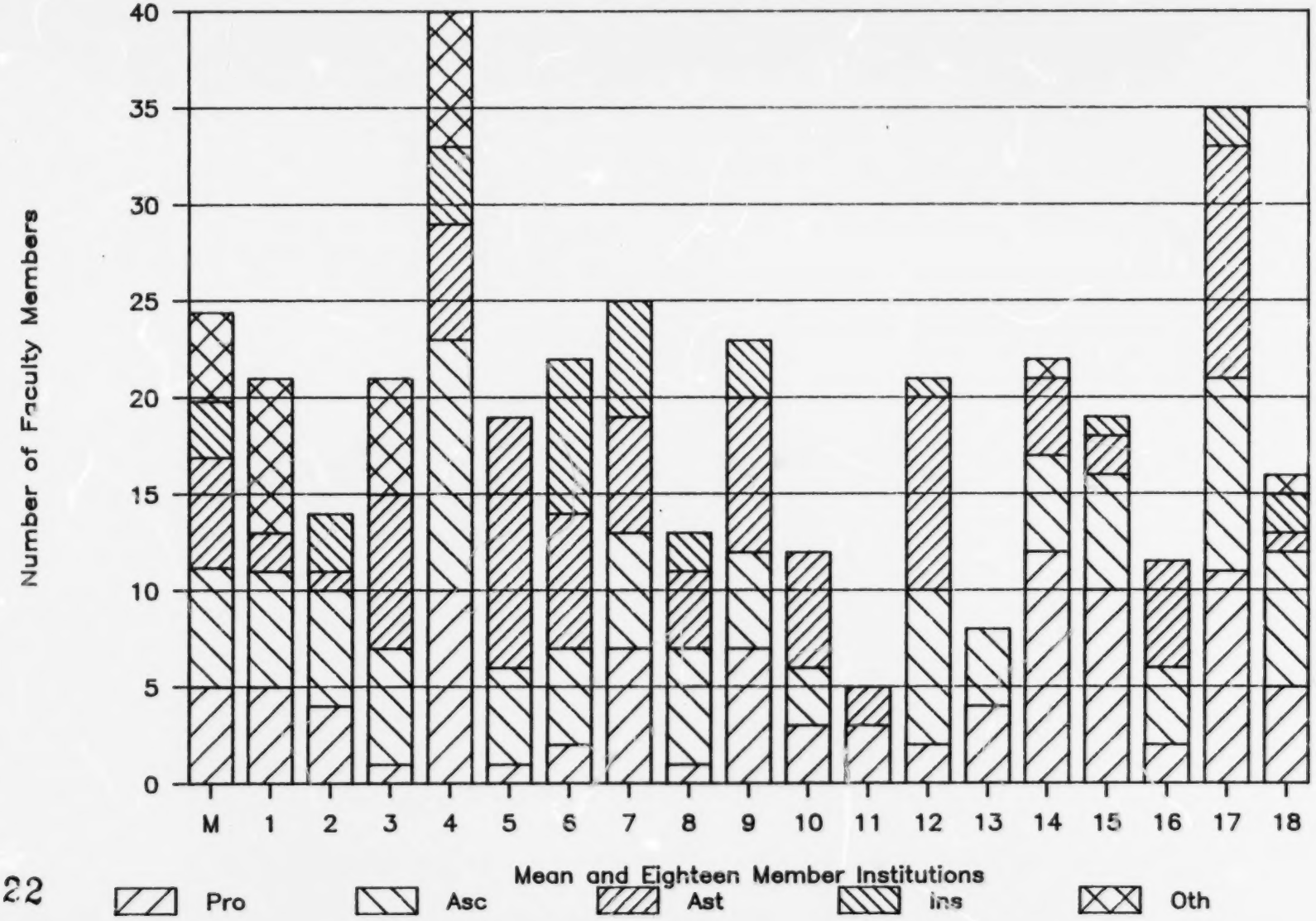
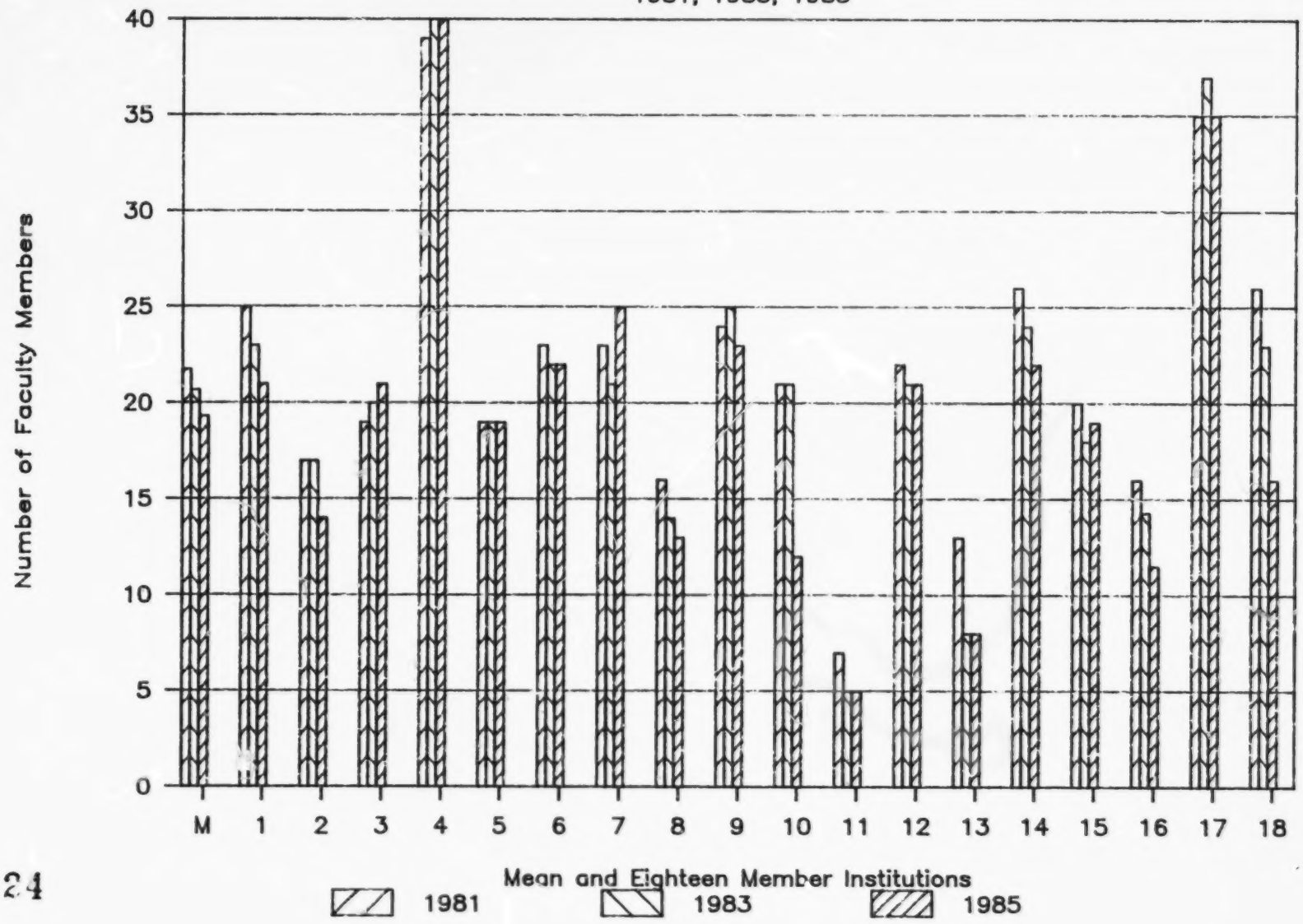
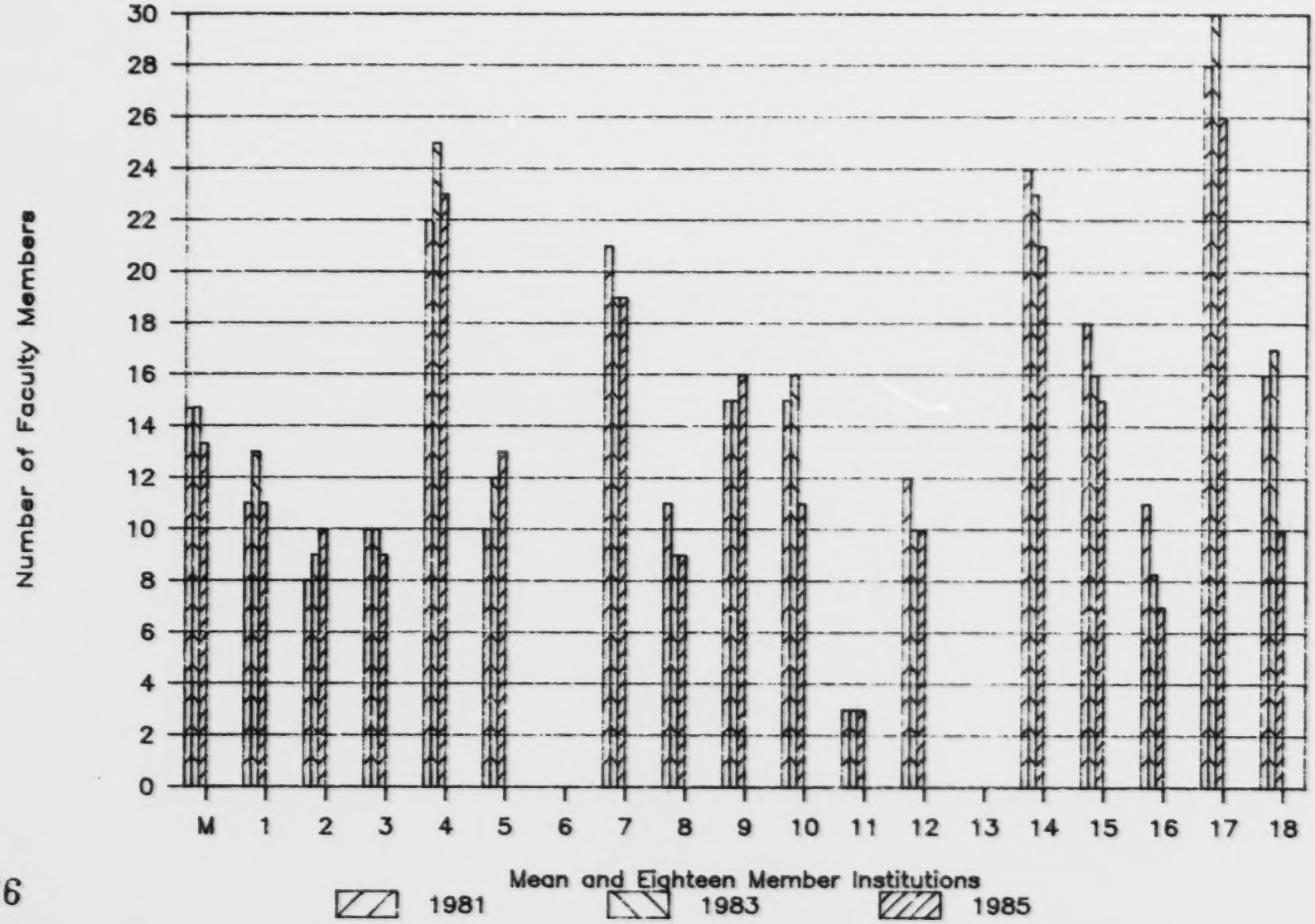


TOTAL NUMBER OF FACULTY

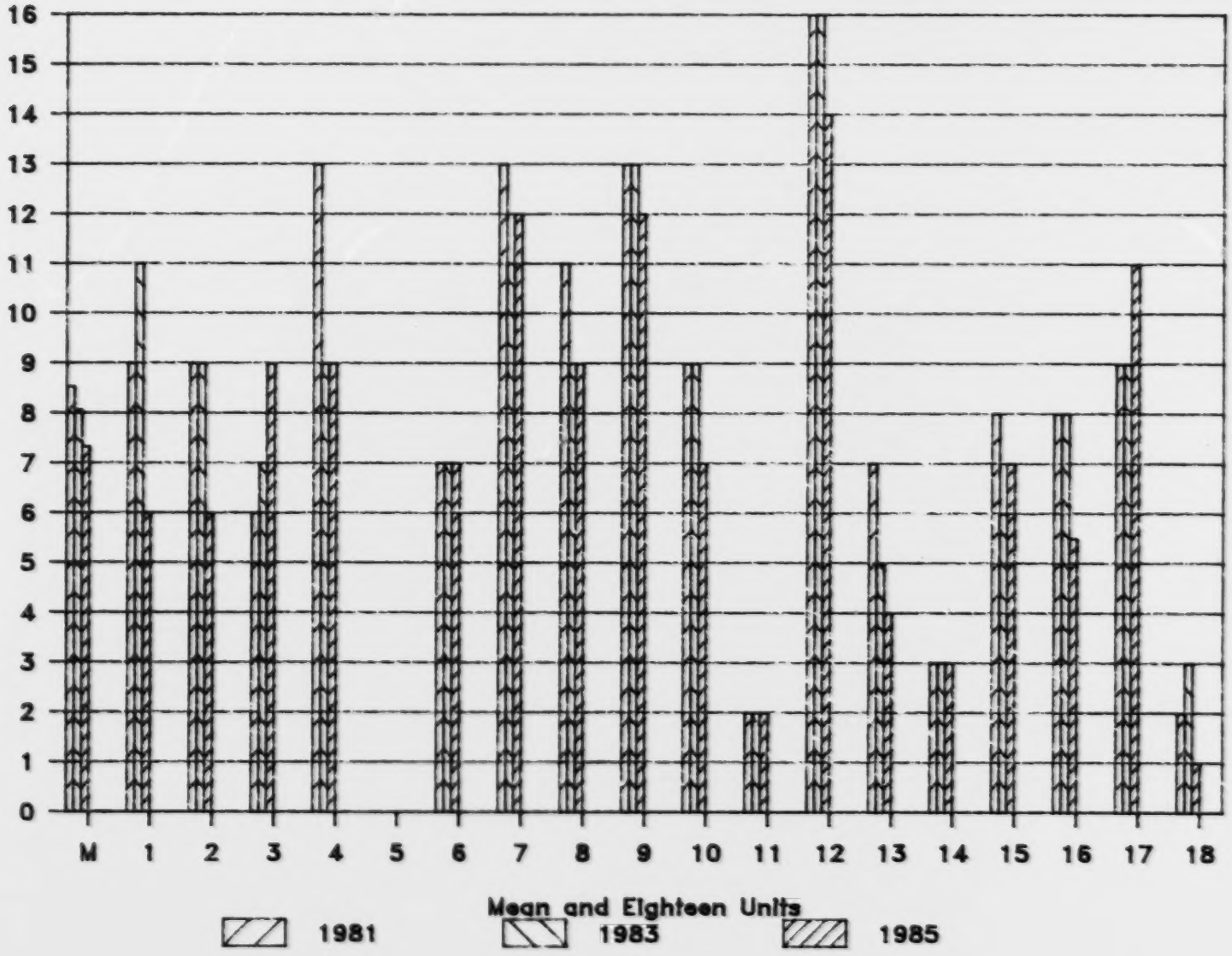
1981, 1983, 1985



NUMBER OF TENURED FACULTY



FACULTY WITH Ed.D. DEGREE



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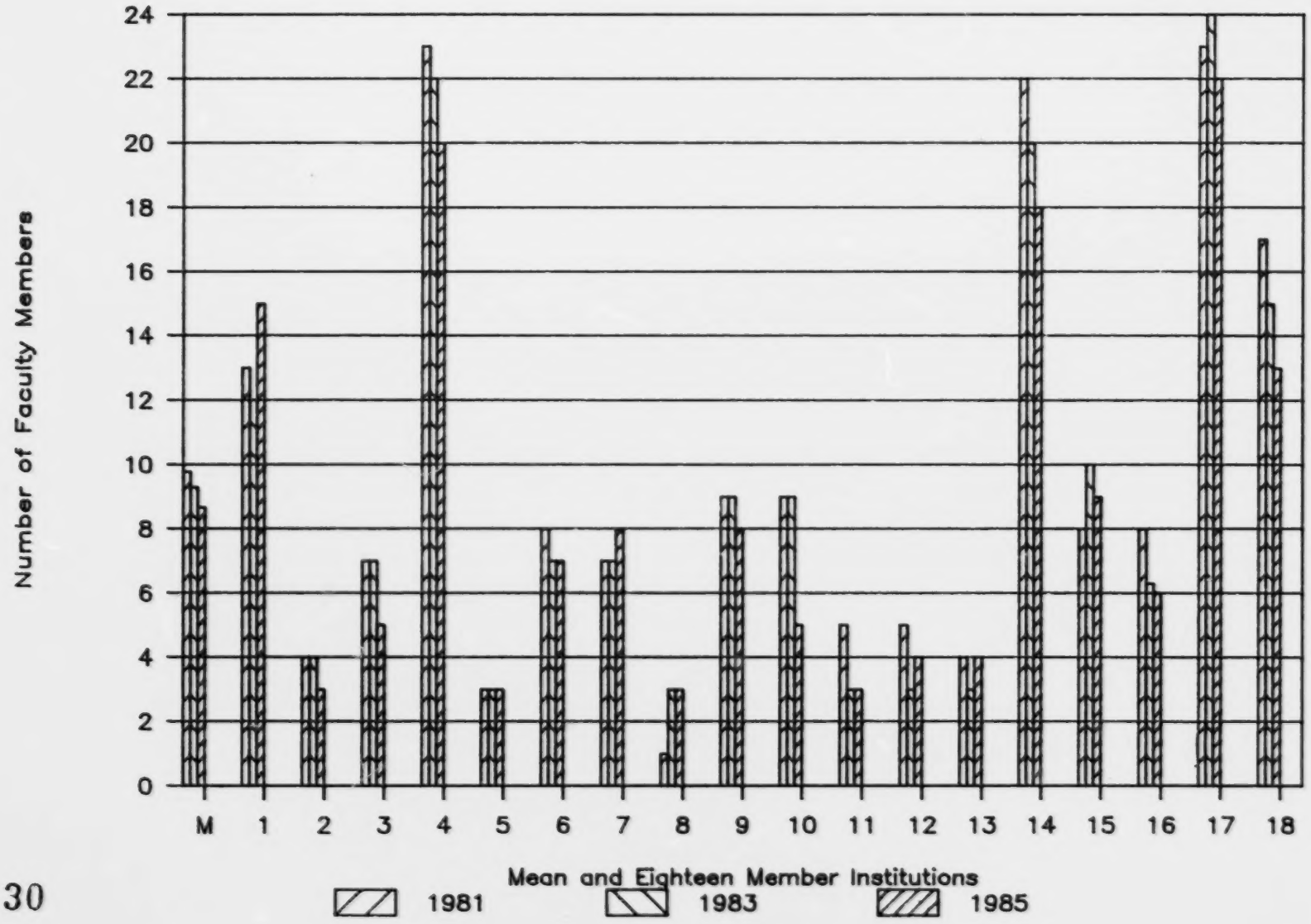

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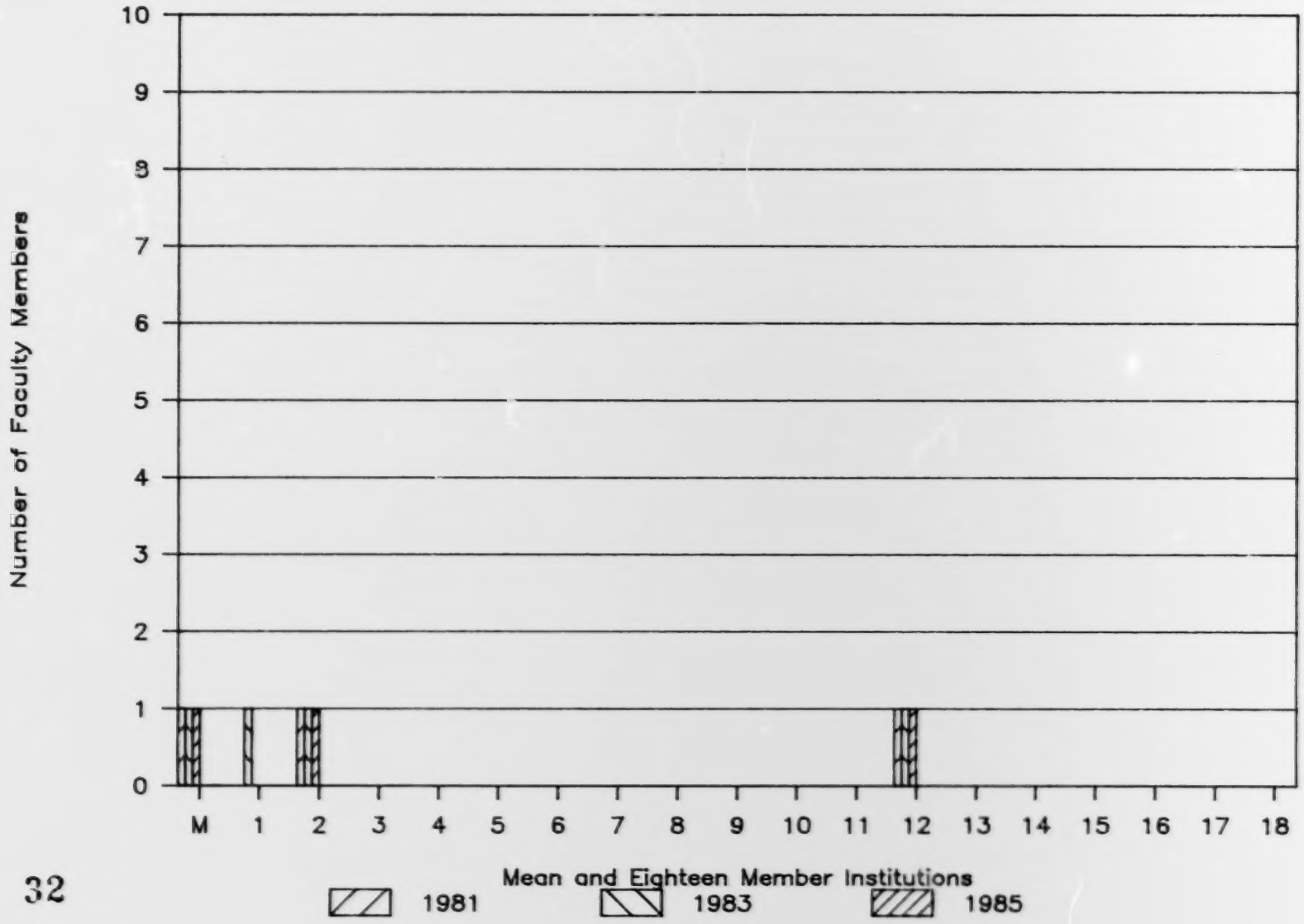

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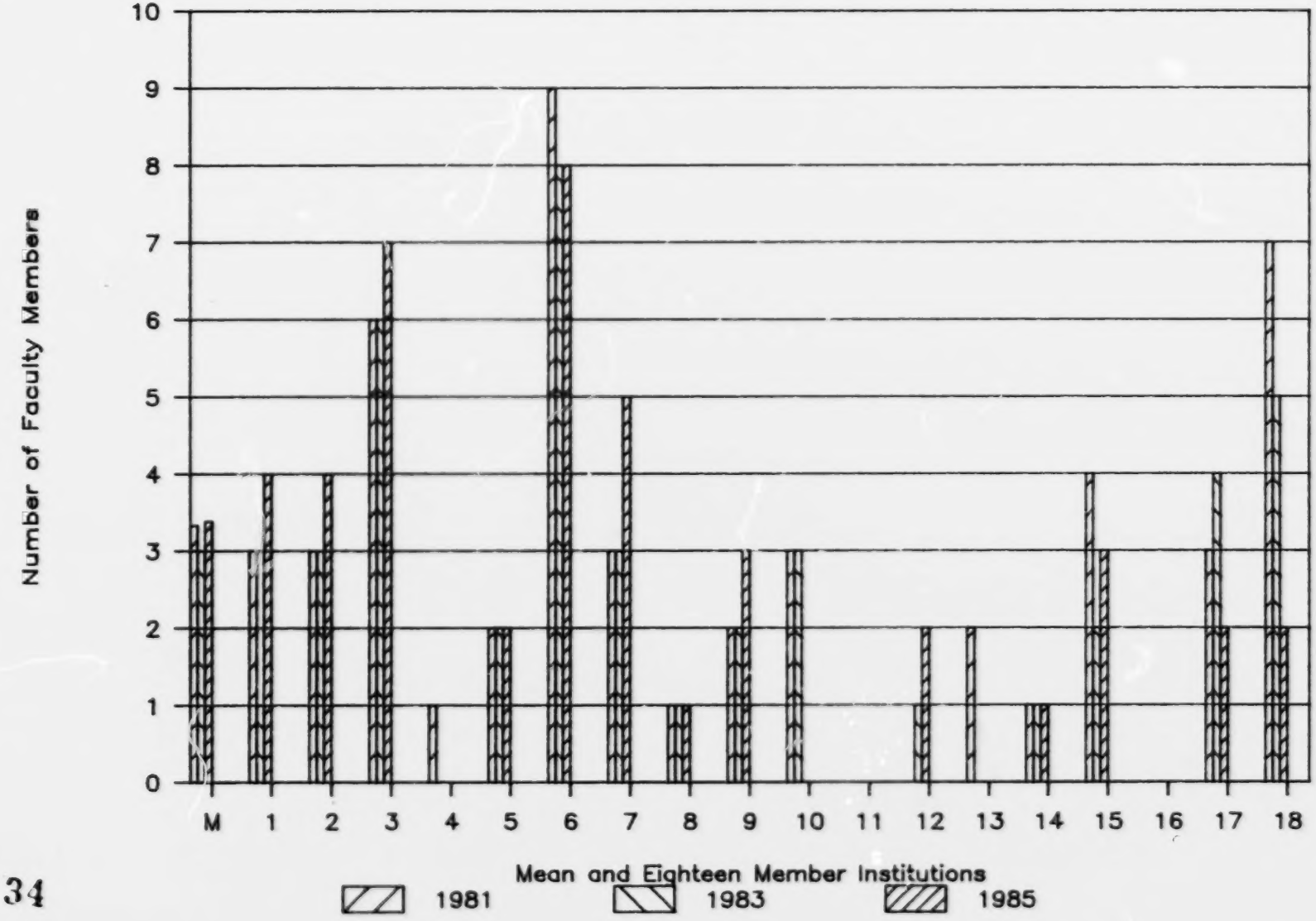
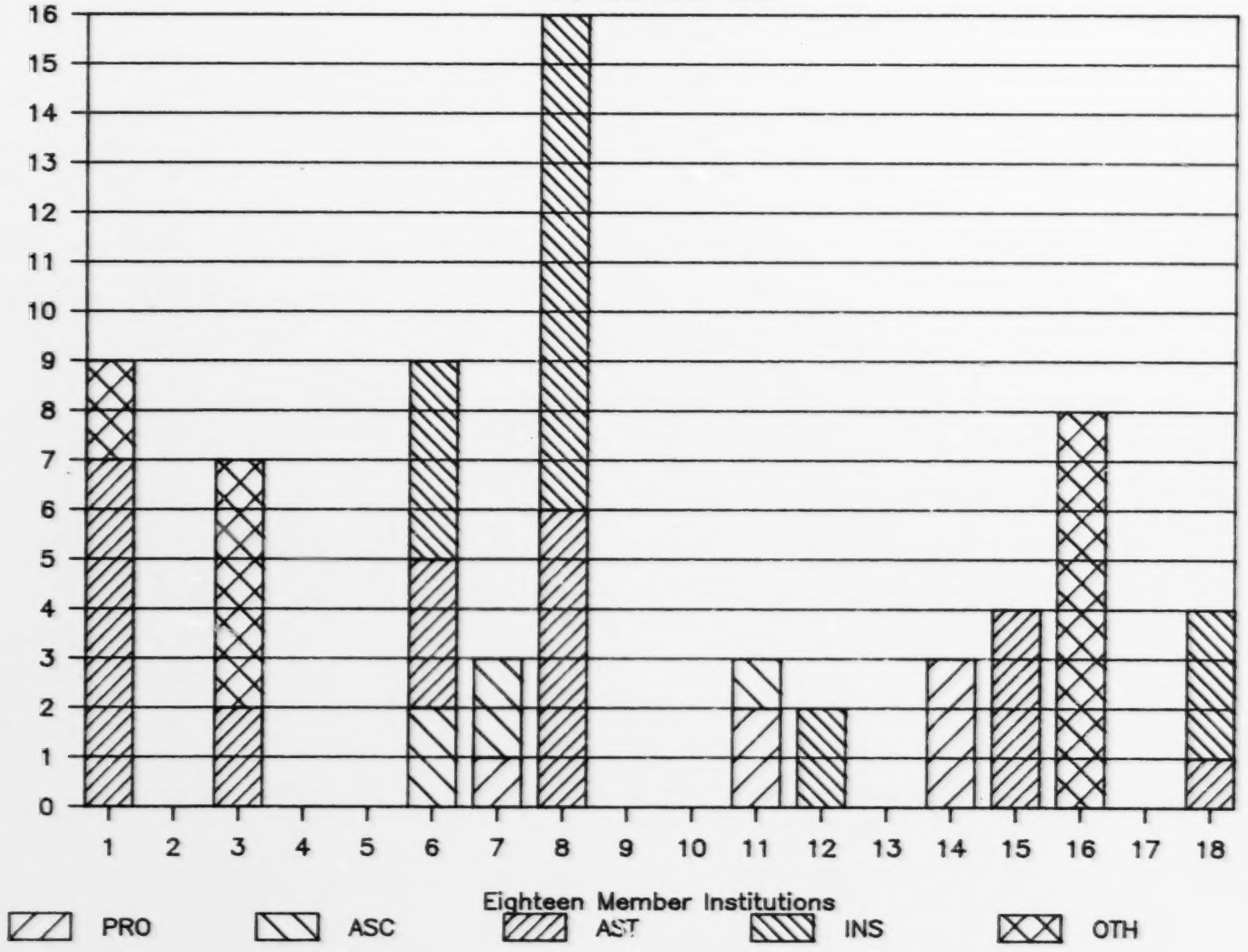


PART–TIME FACULTY BY RANK

For the Year 1981



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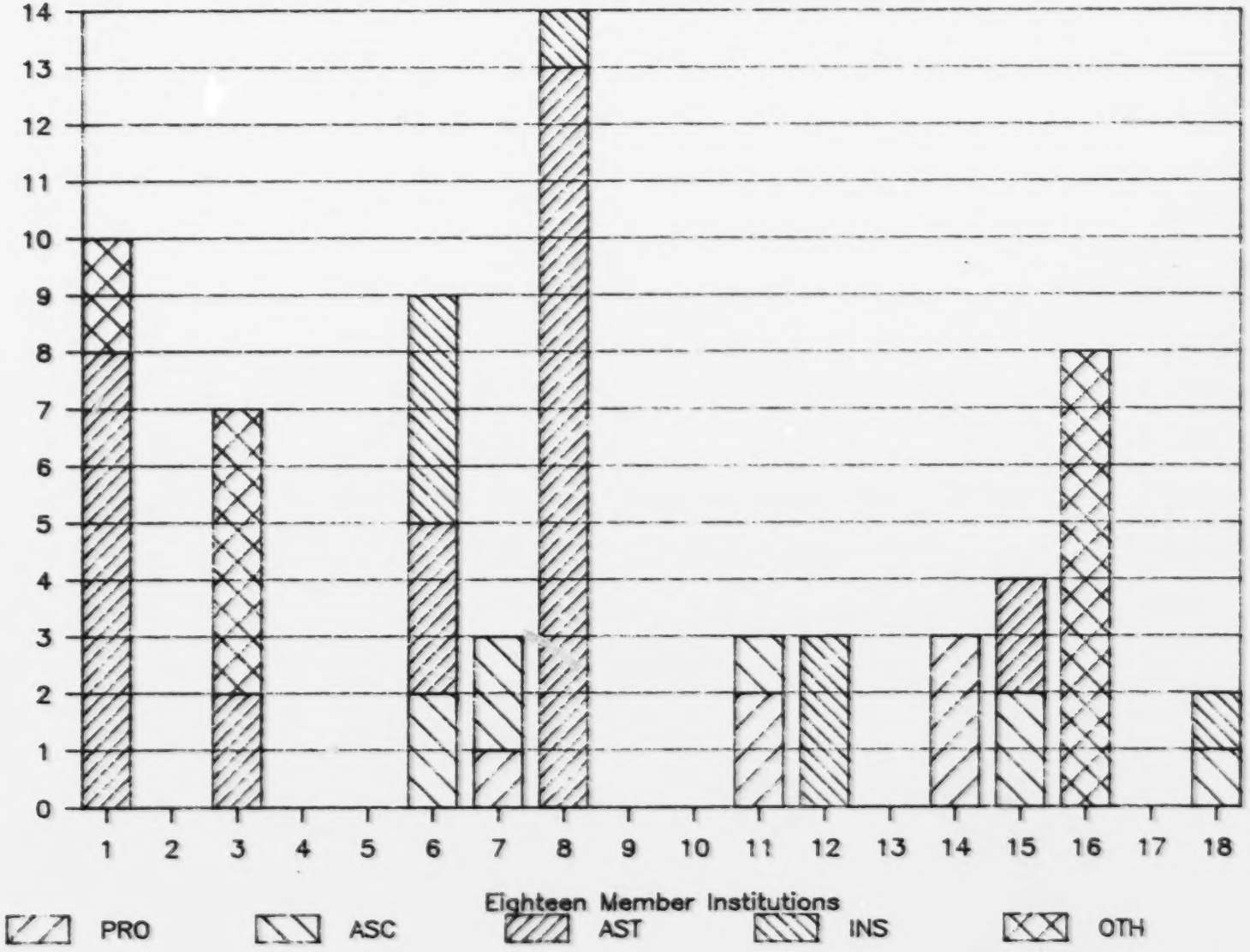
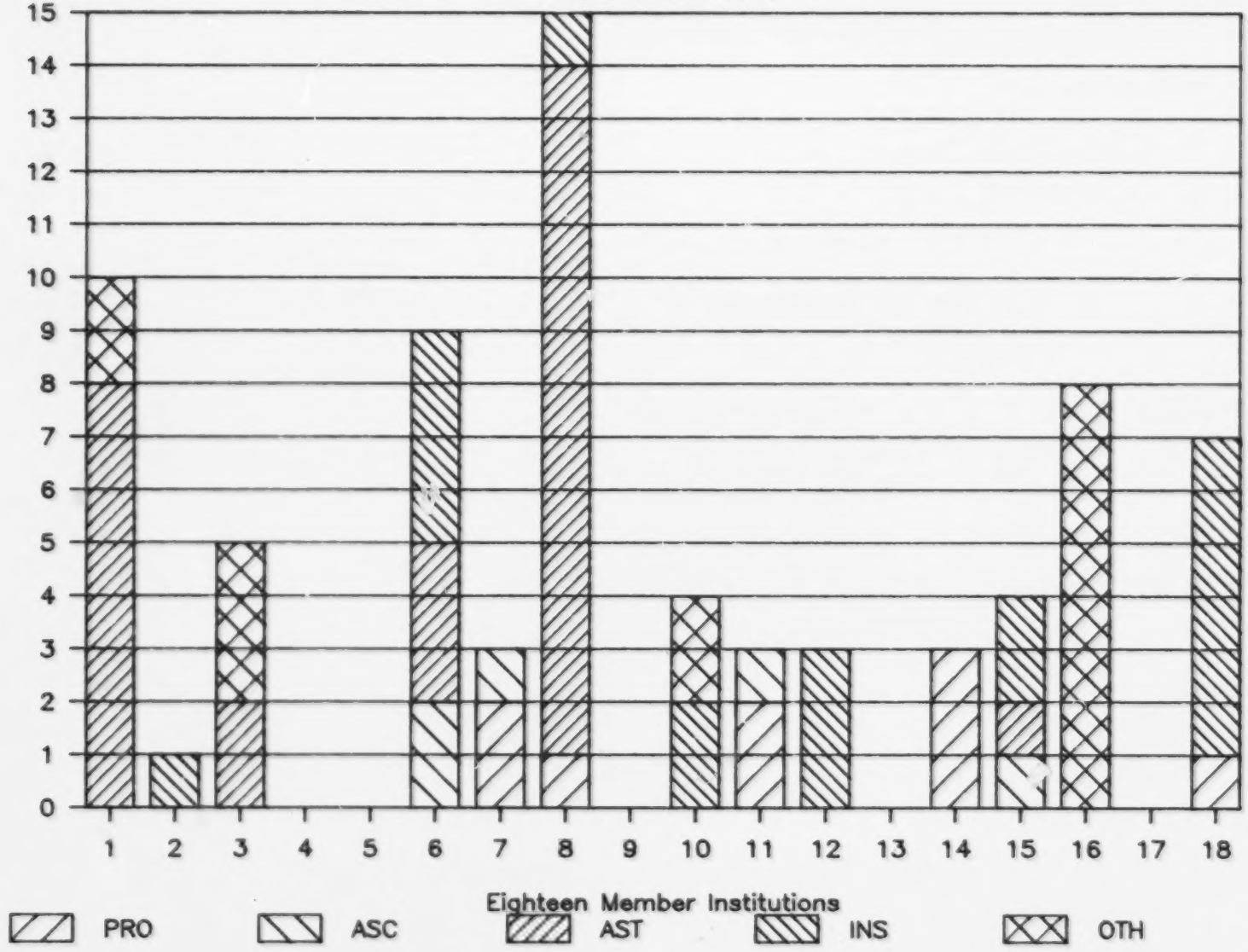
For the Year 1983

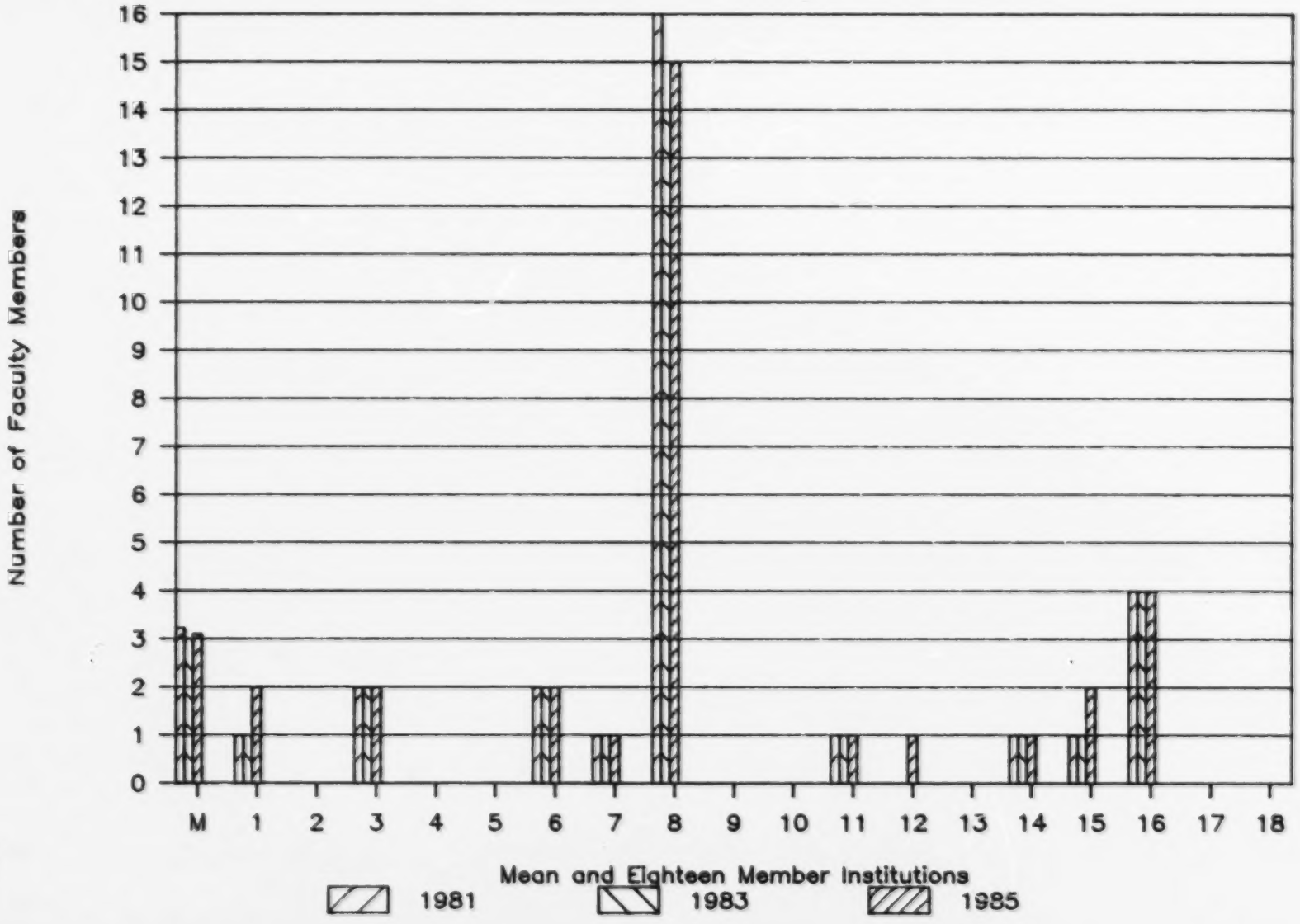


PART–TIME FACULTY BY RANK

For the Year 1985



PART–TIME FACULTY WITH Ed.D DEGREE



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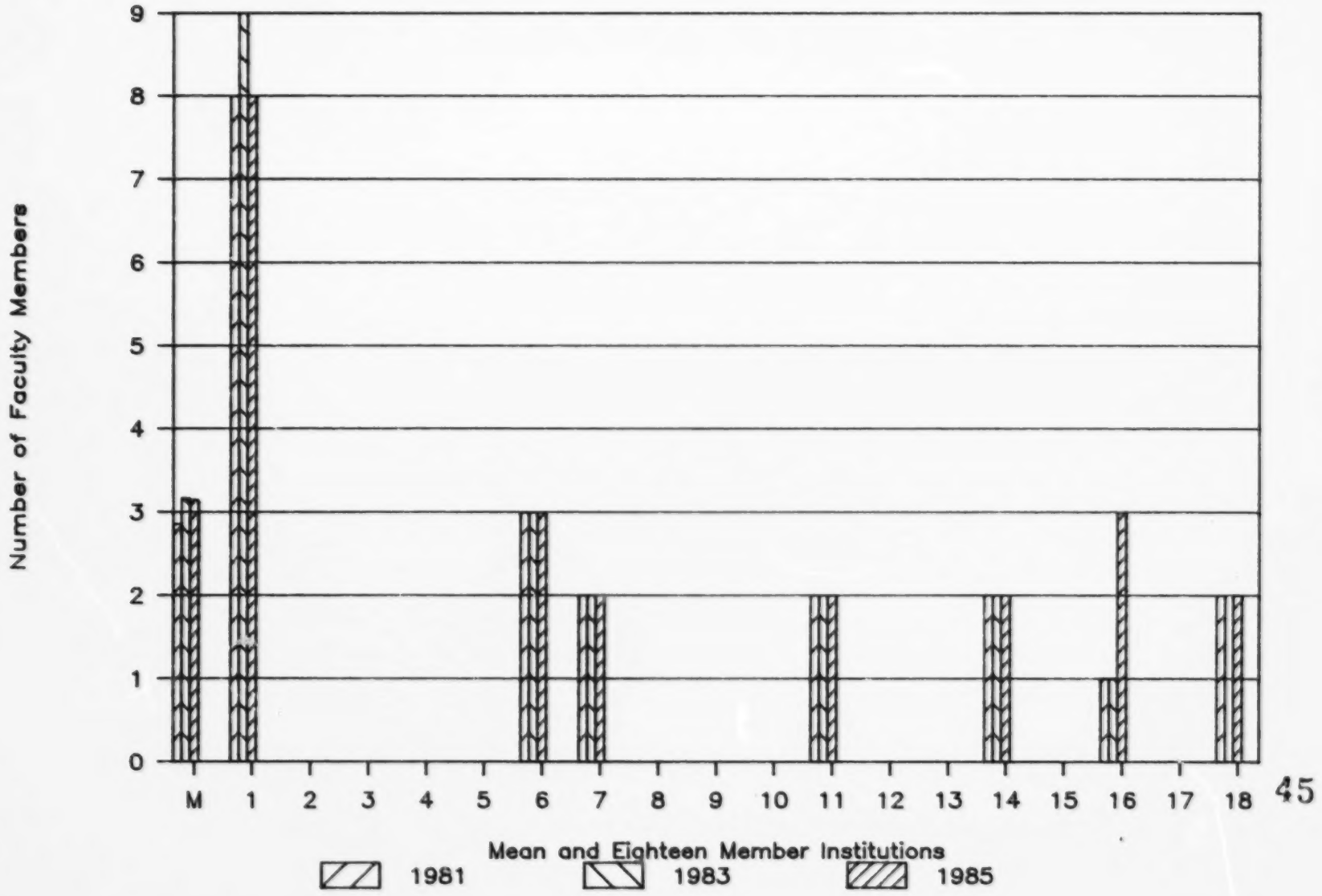

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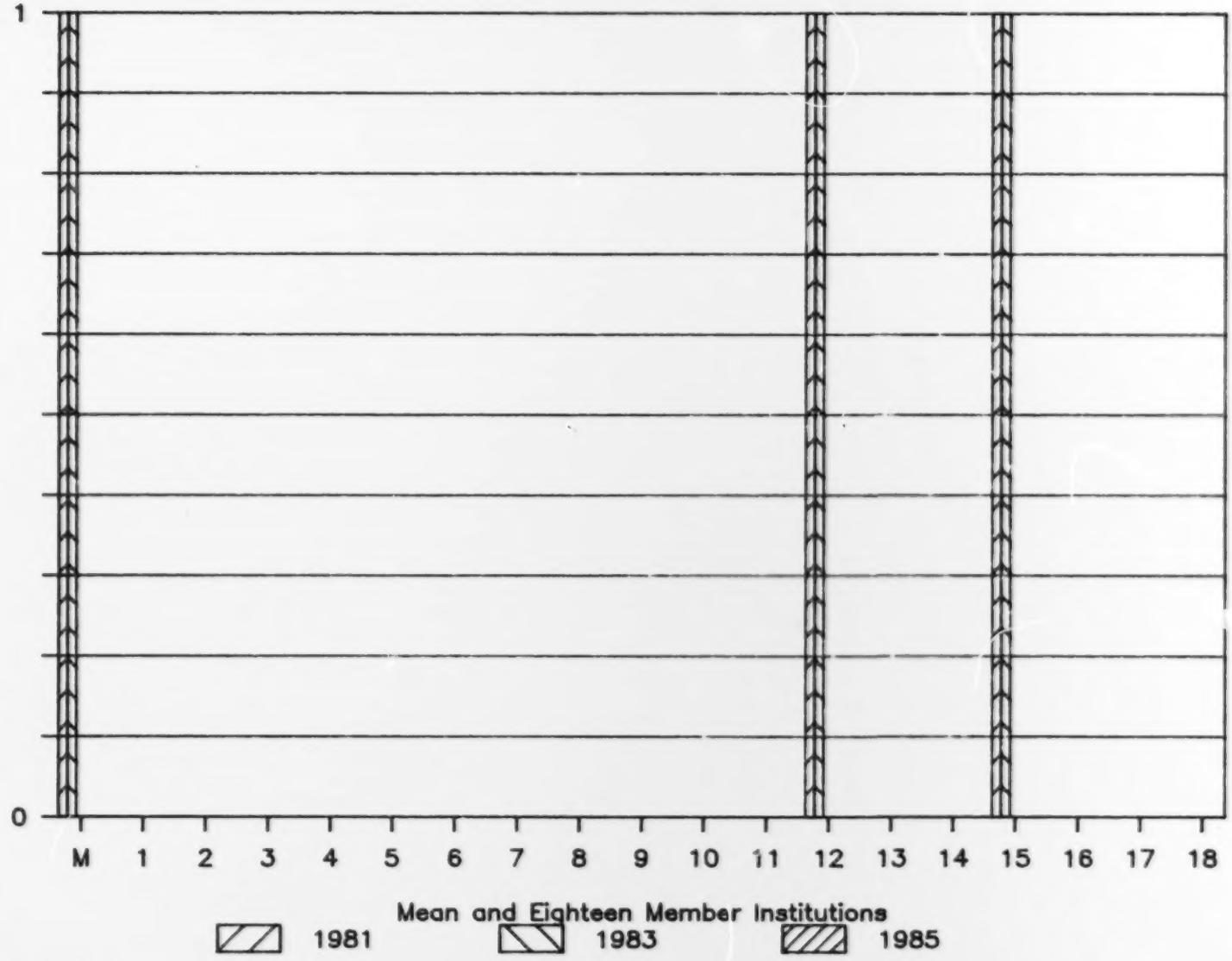

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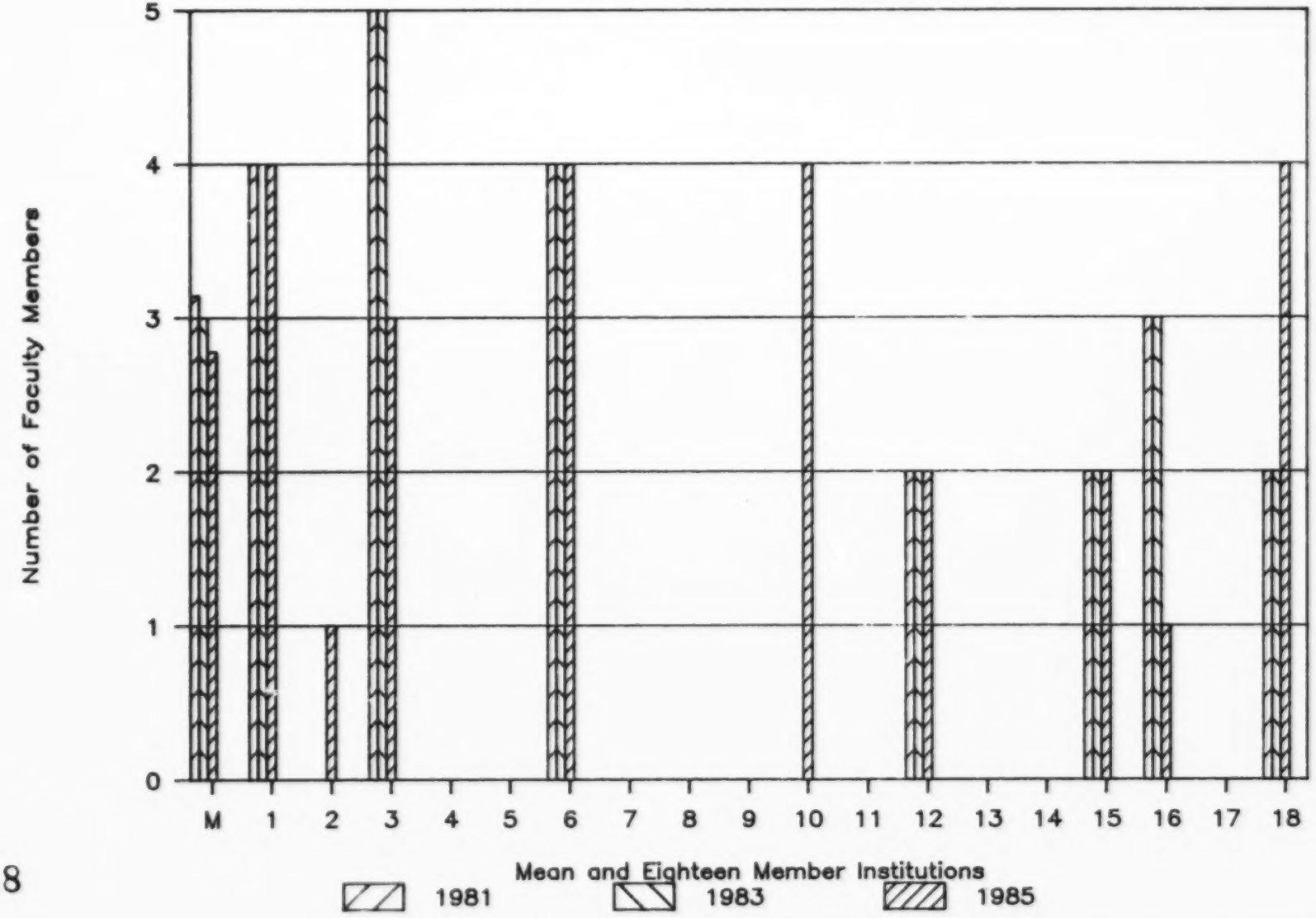
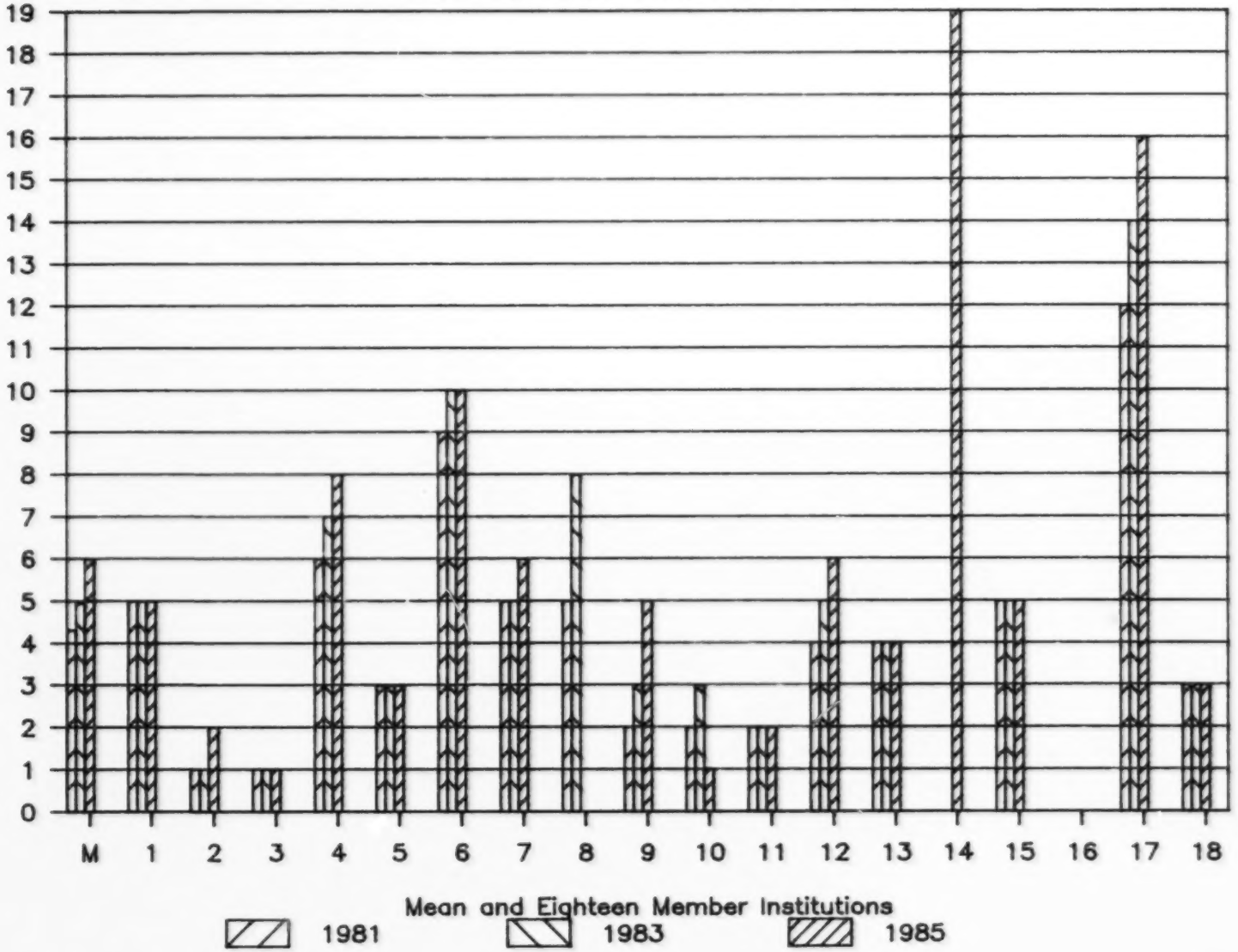


GTAs INTERNALLY FUNDED

For the Years 1981, 1983, 1985



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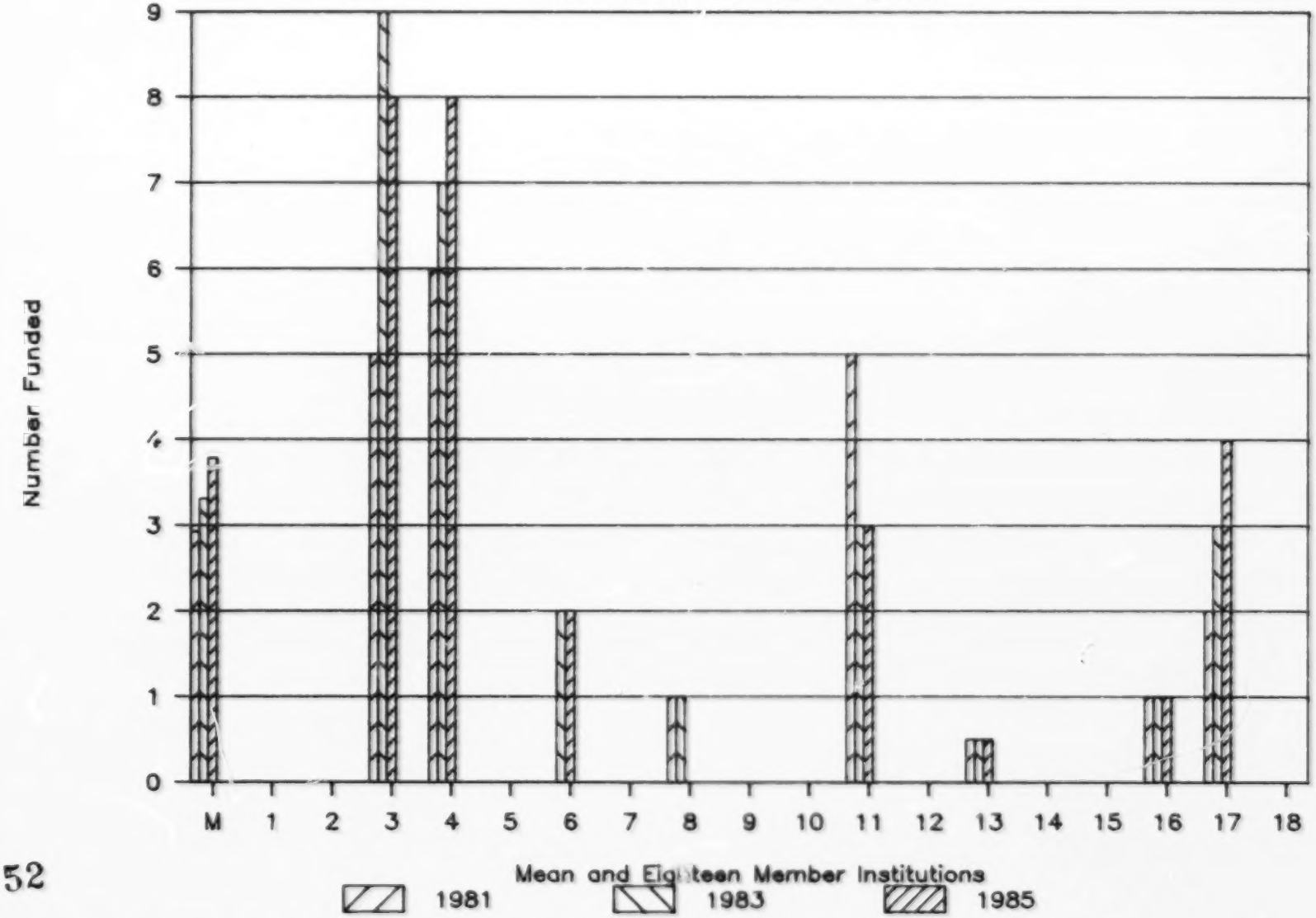

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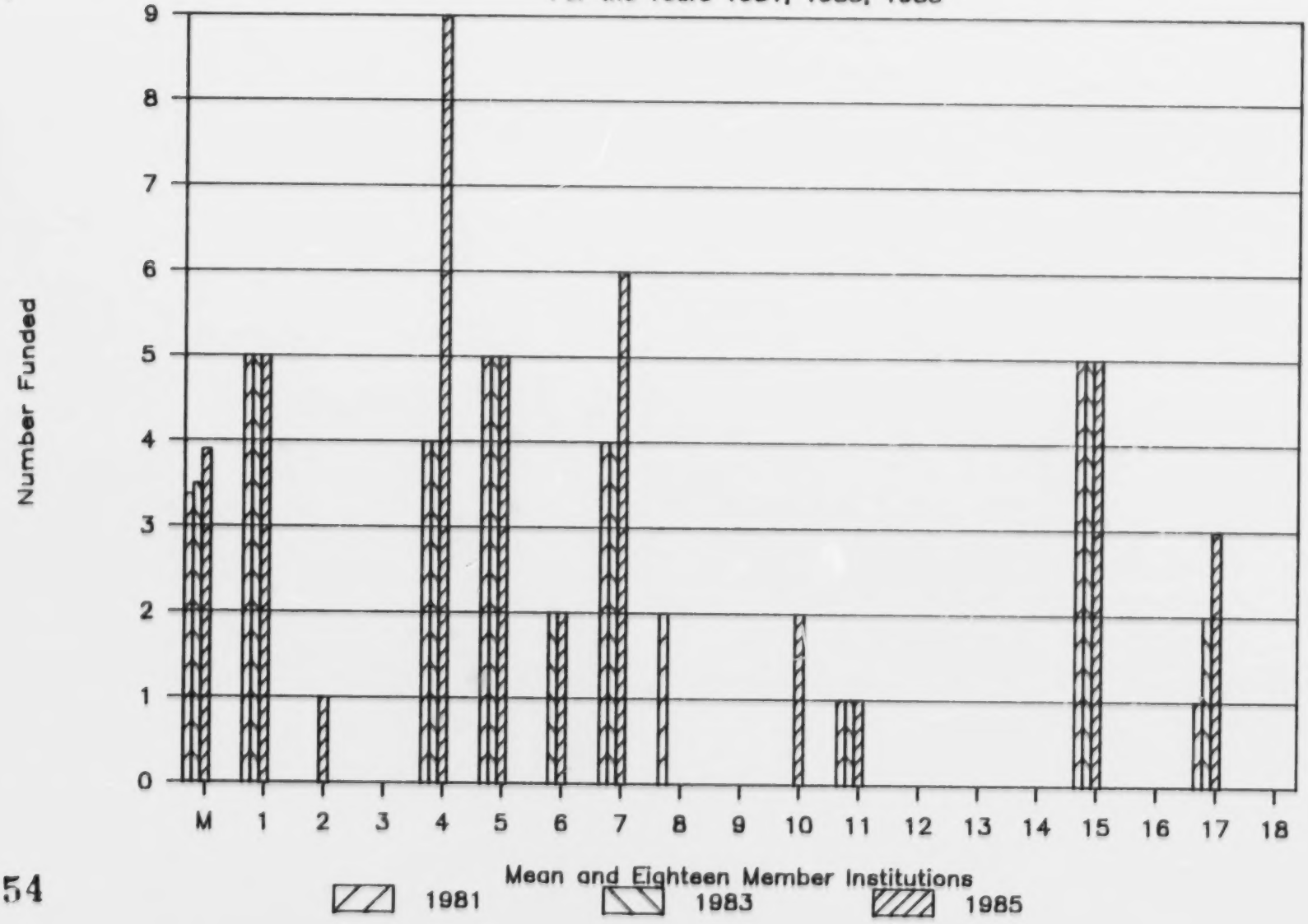

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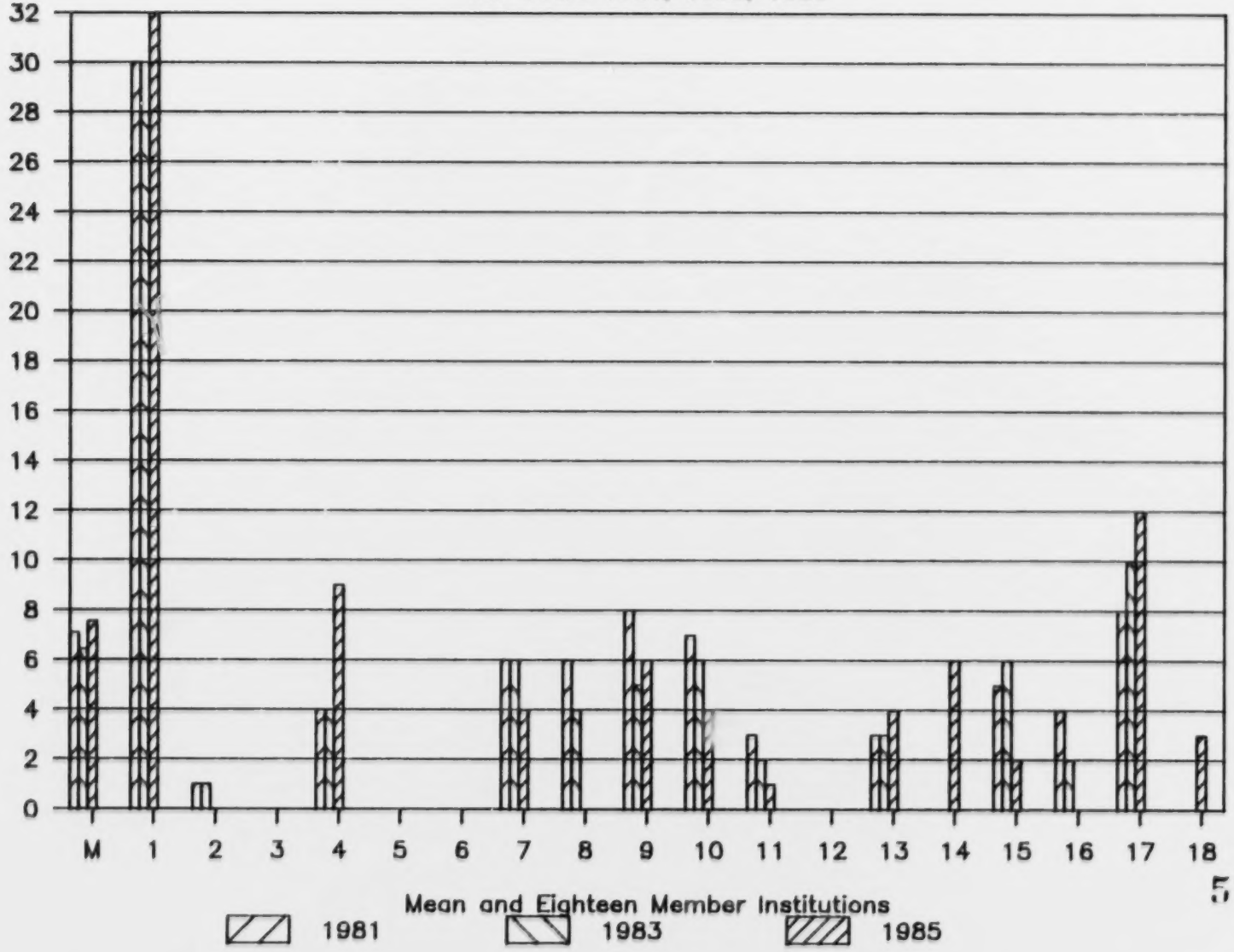

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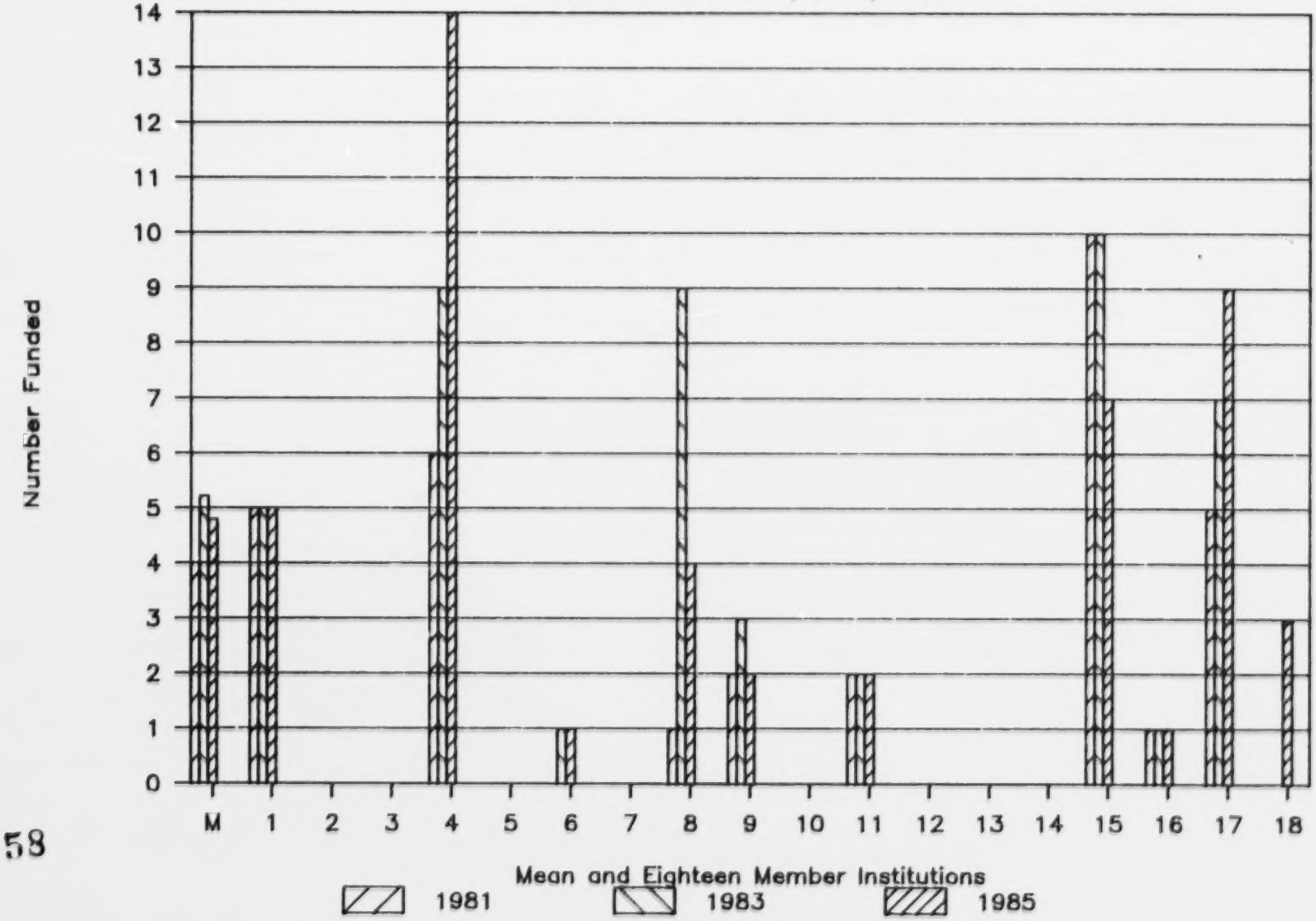
SUPPORT FOR GRADUATE STUDENTS

For the Years 1981, 1983, 1985



SUPPORT FOR GRADUATE STUDENTS

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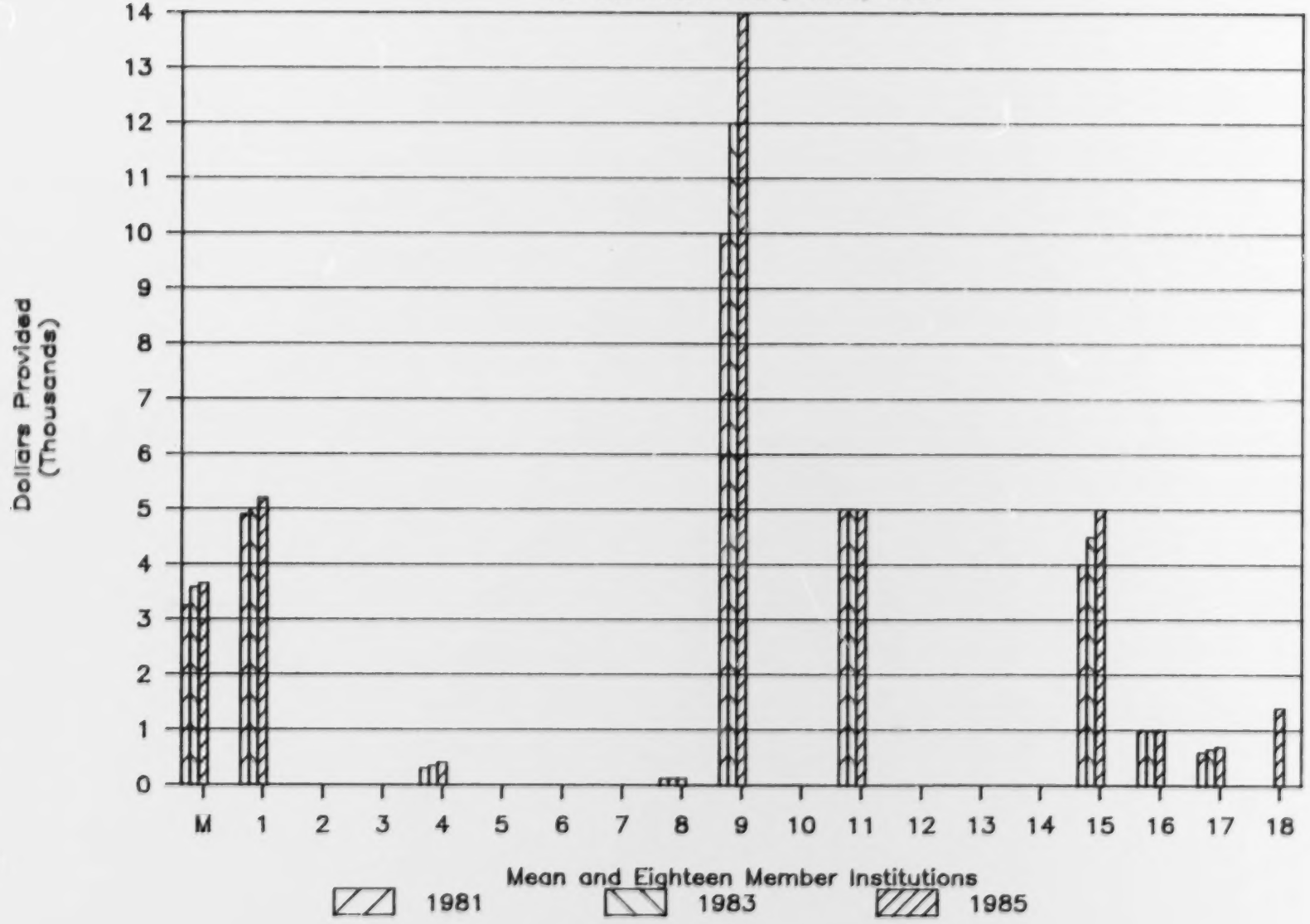

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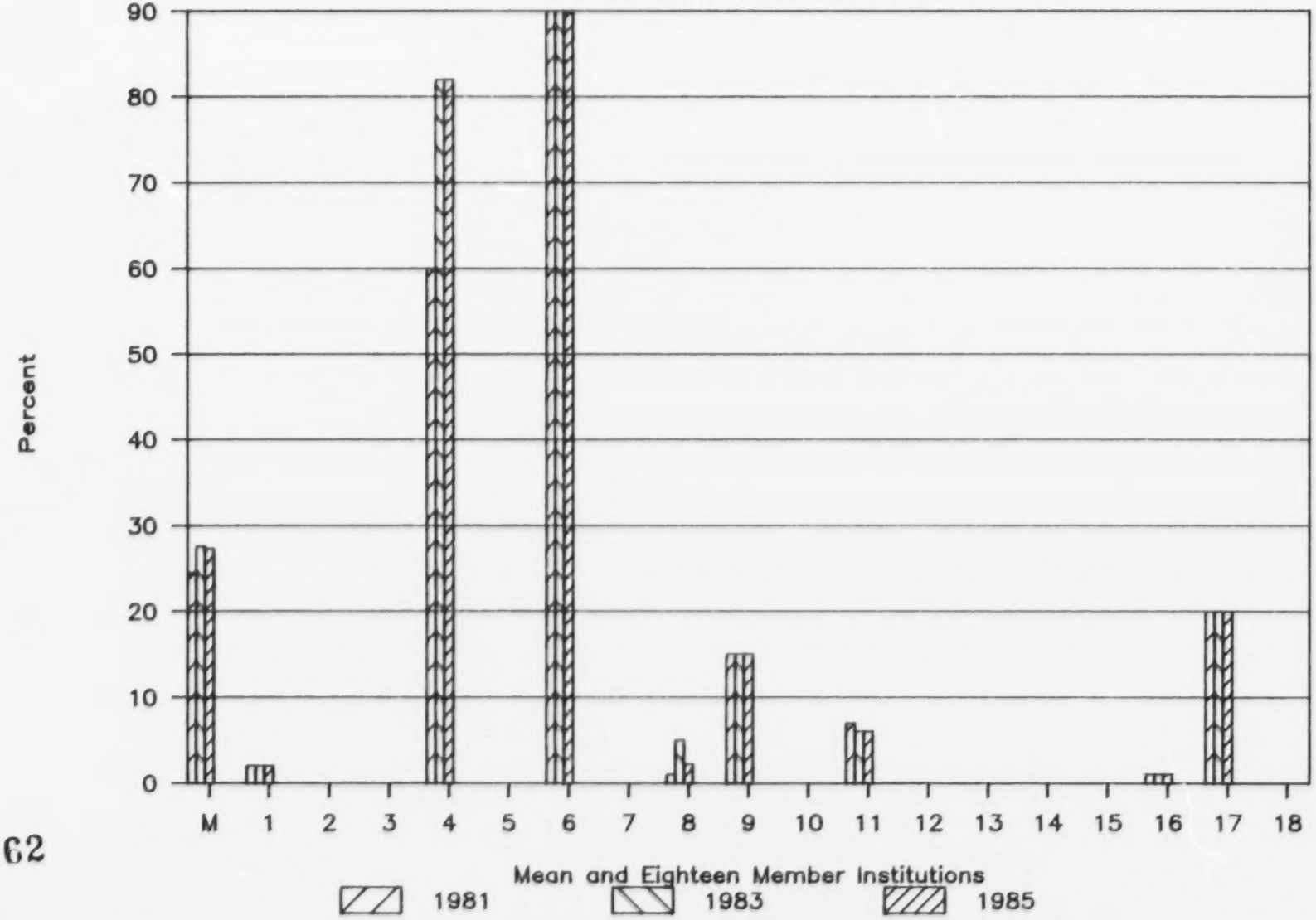
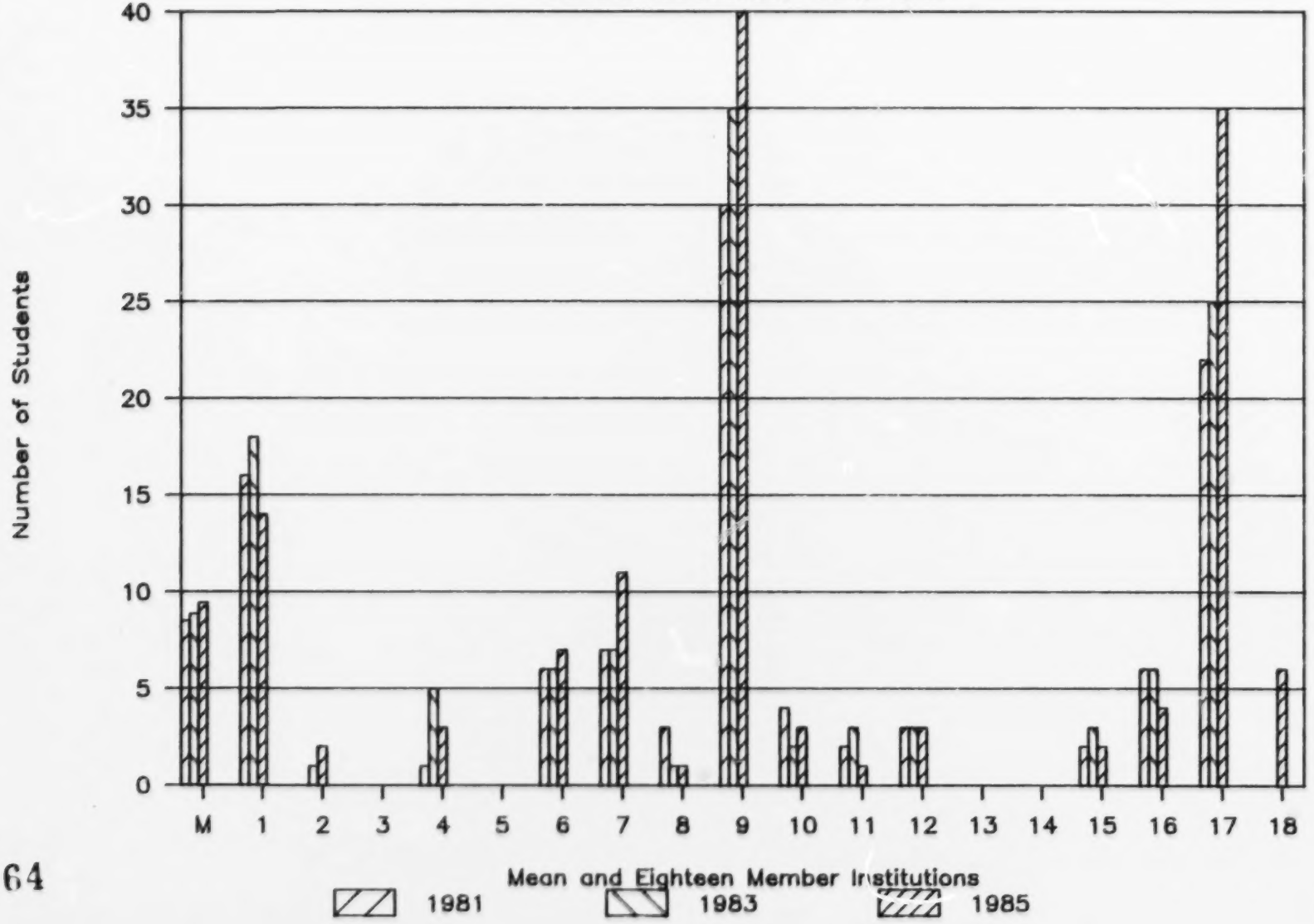


INTERNATIONAL GRADUATE STUDENTS

For the Years 1981, 1983, 1985



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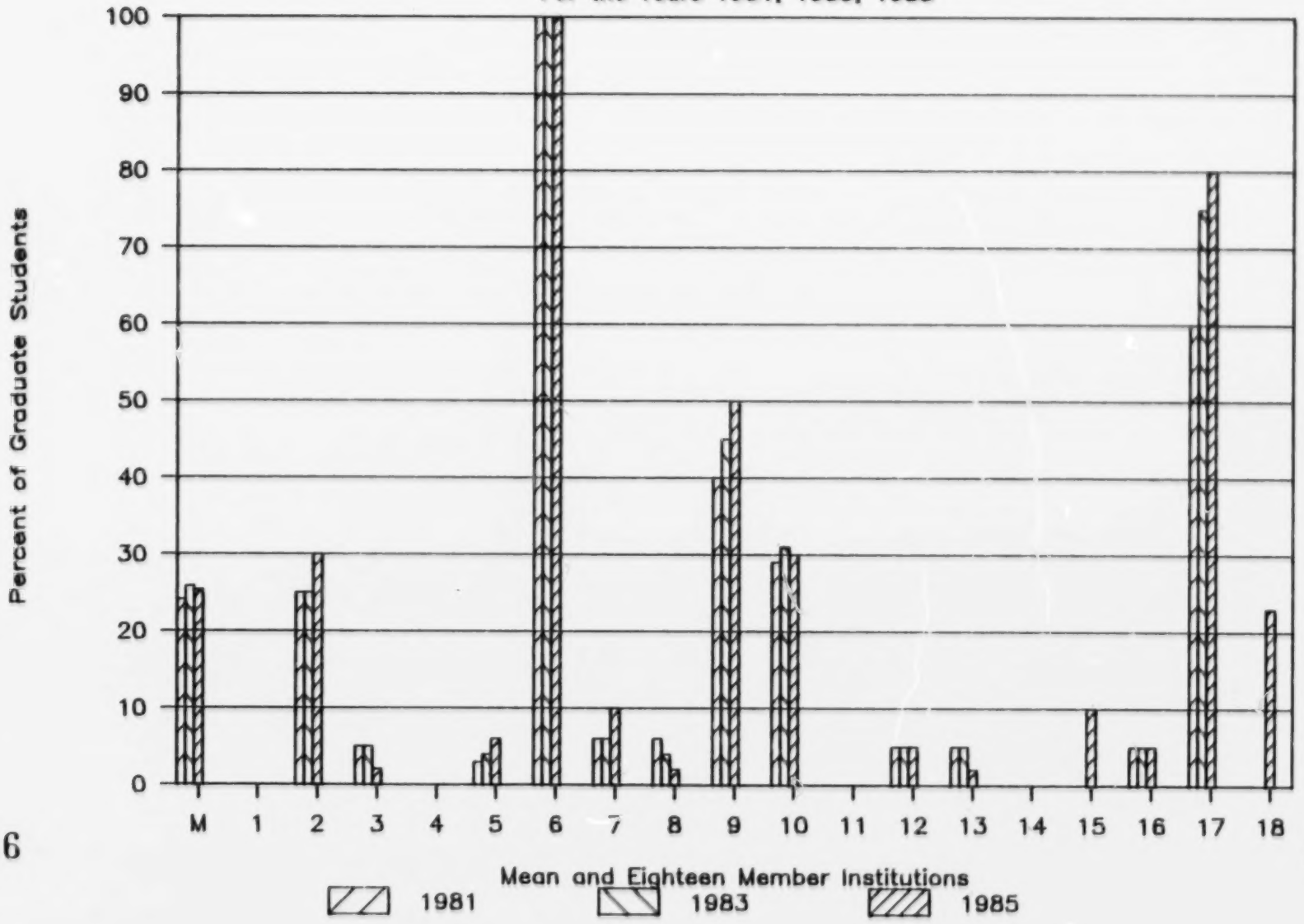
NON–RESIDENT GRADUATE STUDENTS

For the Years 1981, 1983, 1985

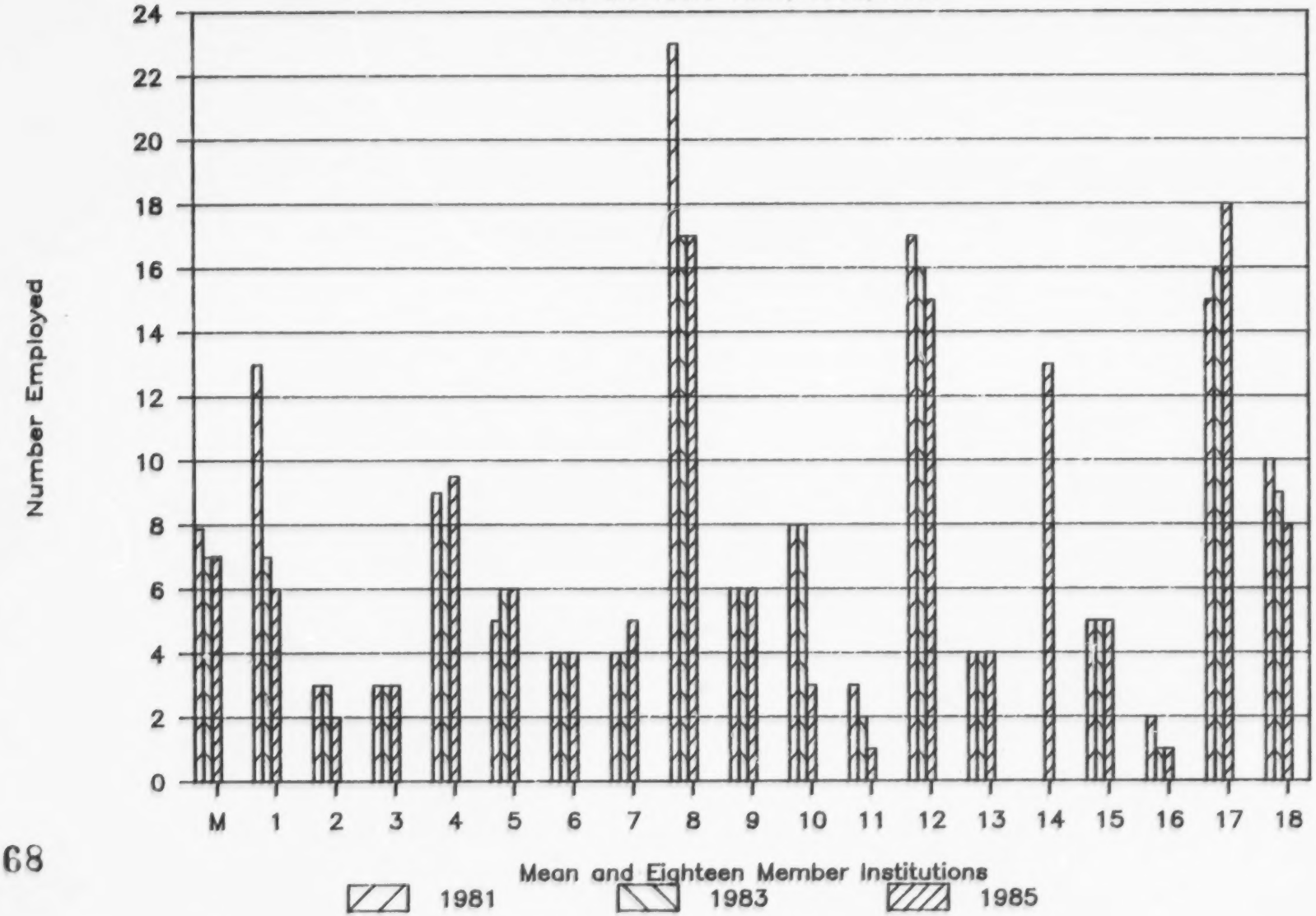


66

67

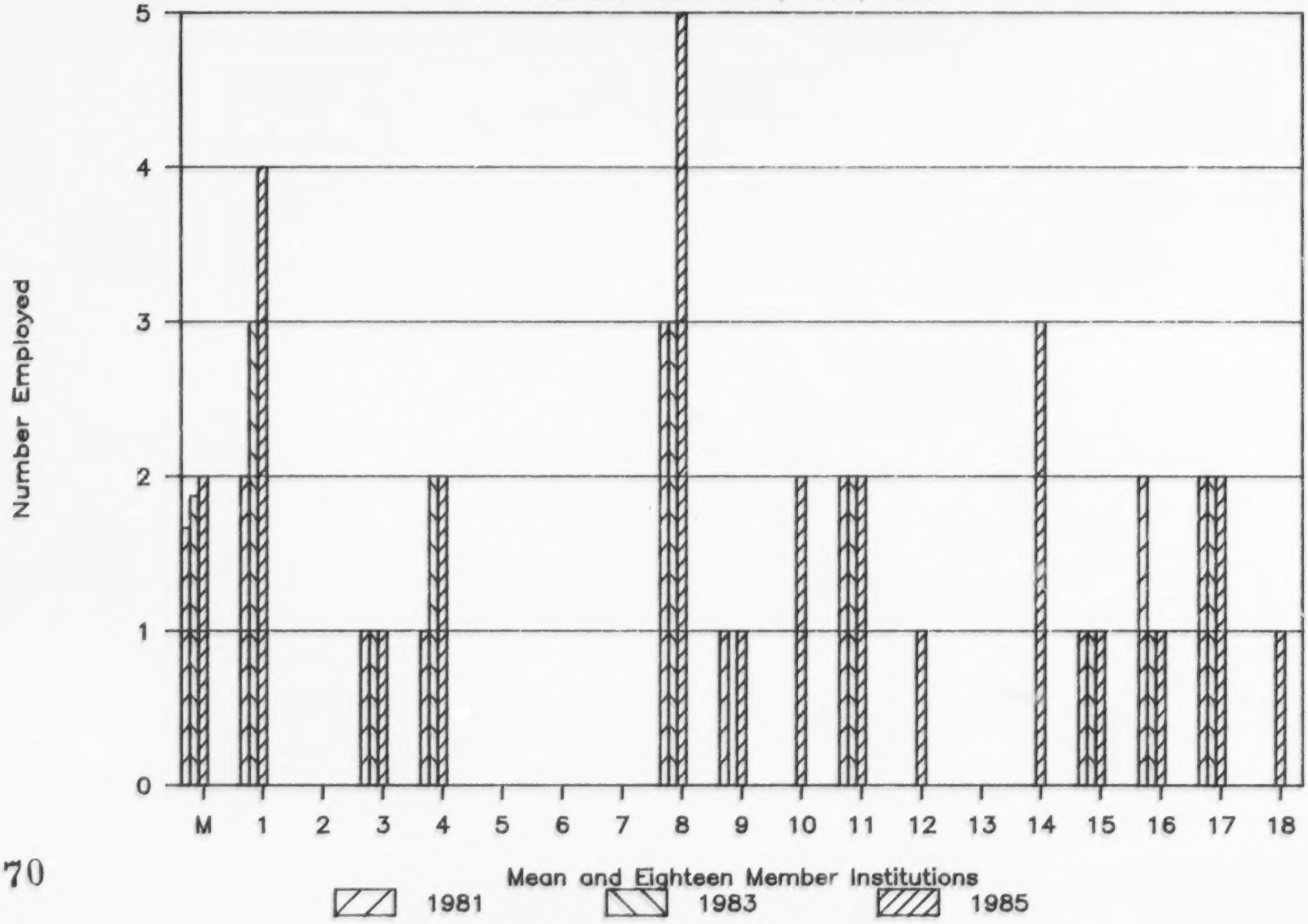
HEADCOUNT OF FULL–TIME SUPPORT STAFF

For the Years 1981, 1983, 1985



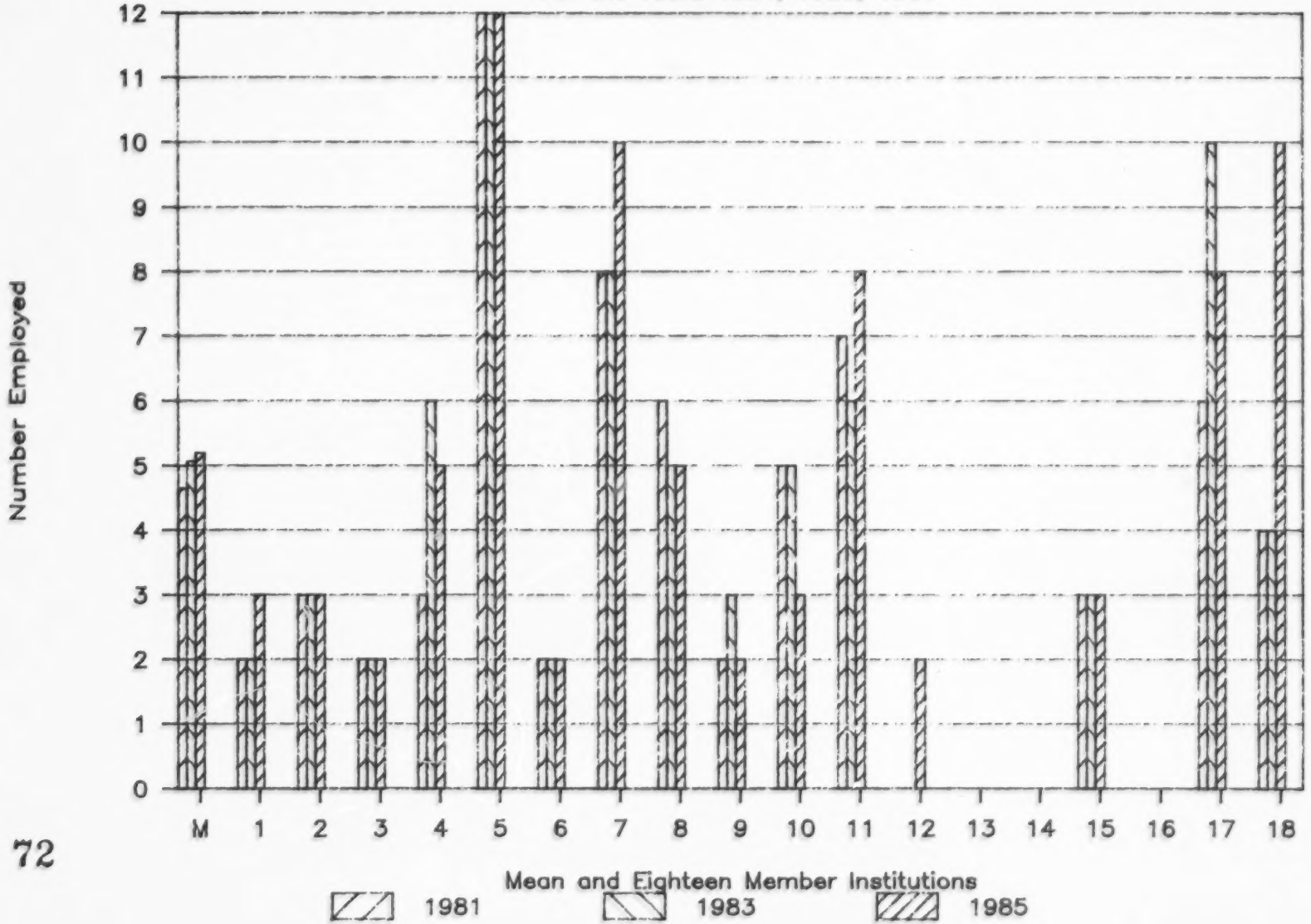
HEADCOUNT OF PART–TIME SUPPORT STAFF

For the Years 1981, 1983, 1985

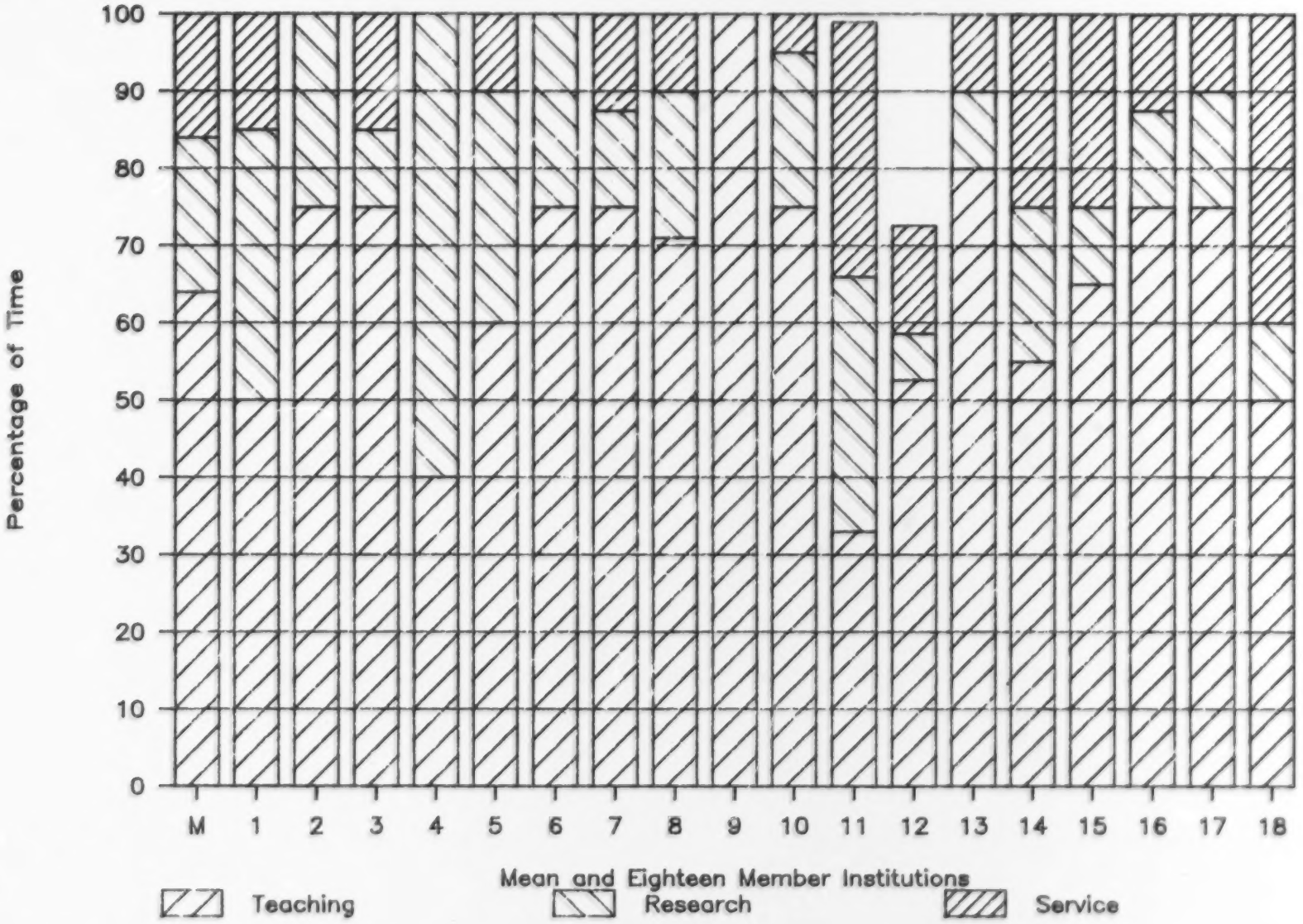


HEADCOUNT OF WORK–STUDY STUDENTS

For the Years 1981, 1983, 1985



UNDERGRADUATE FACULTY LOAD DISTRIBUTION



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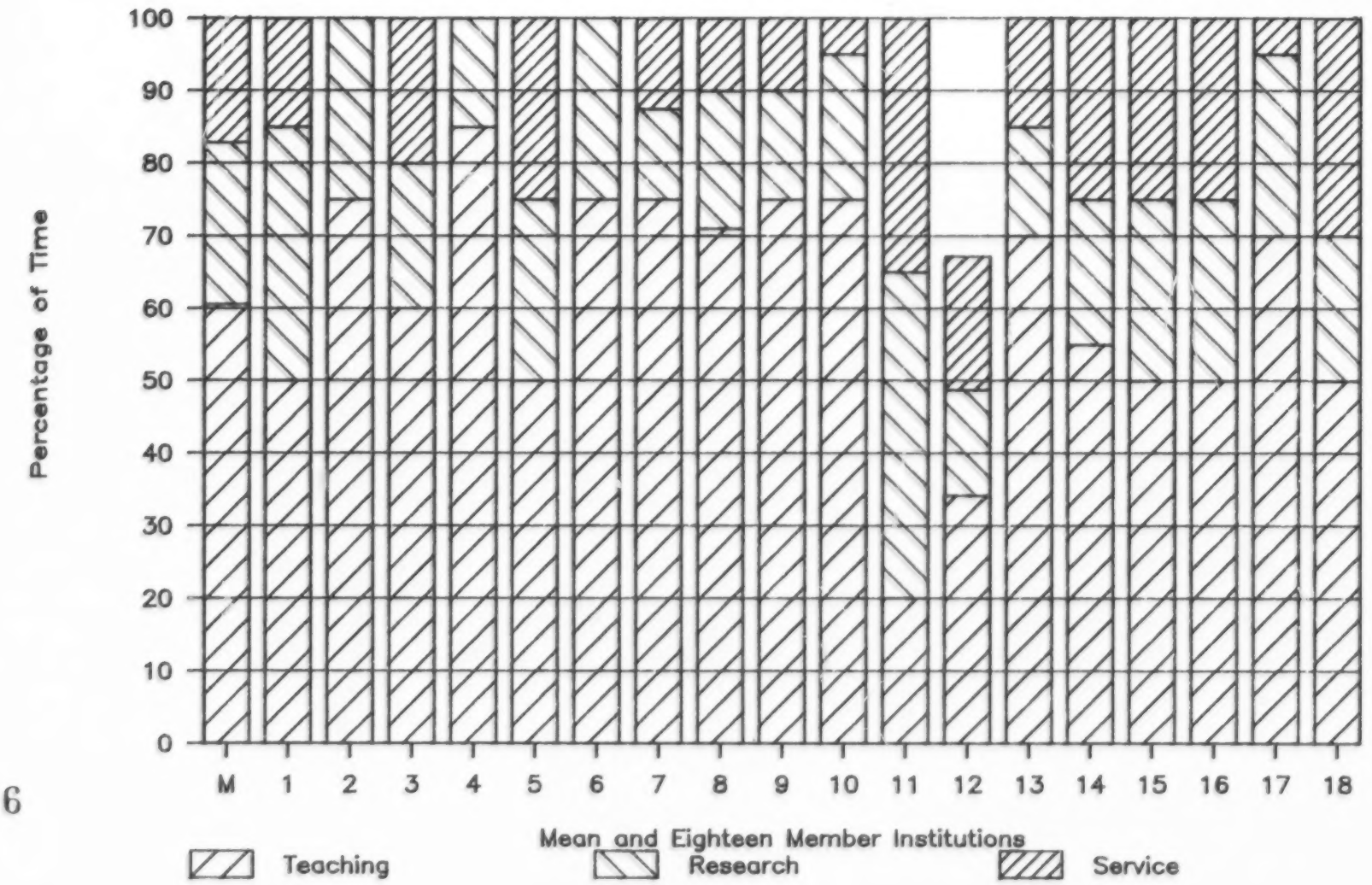
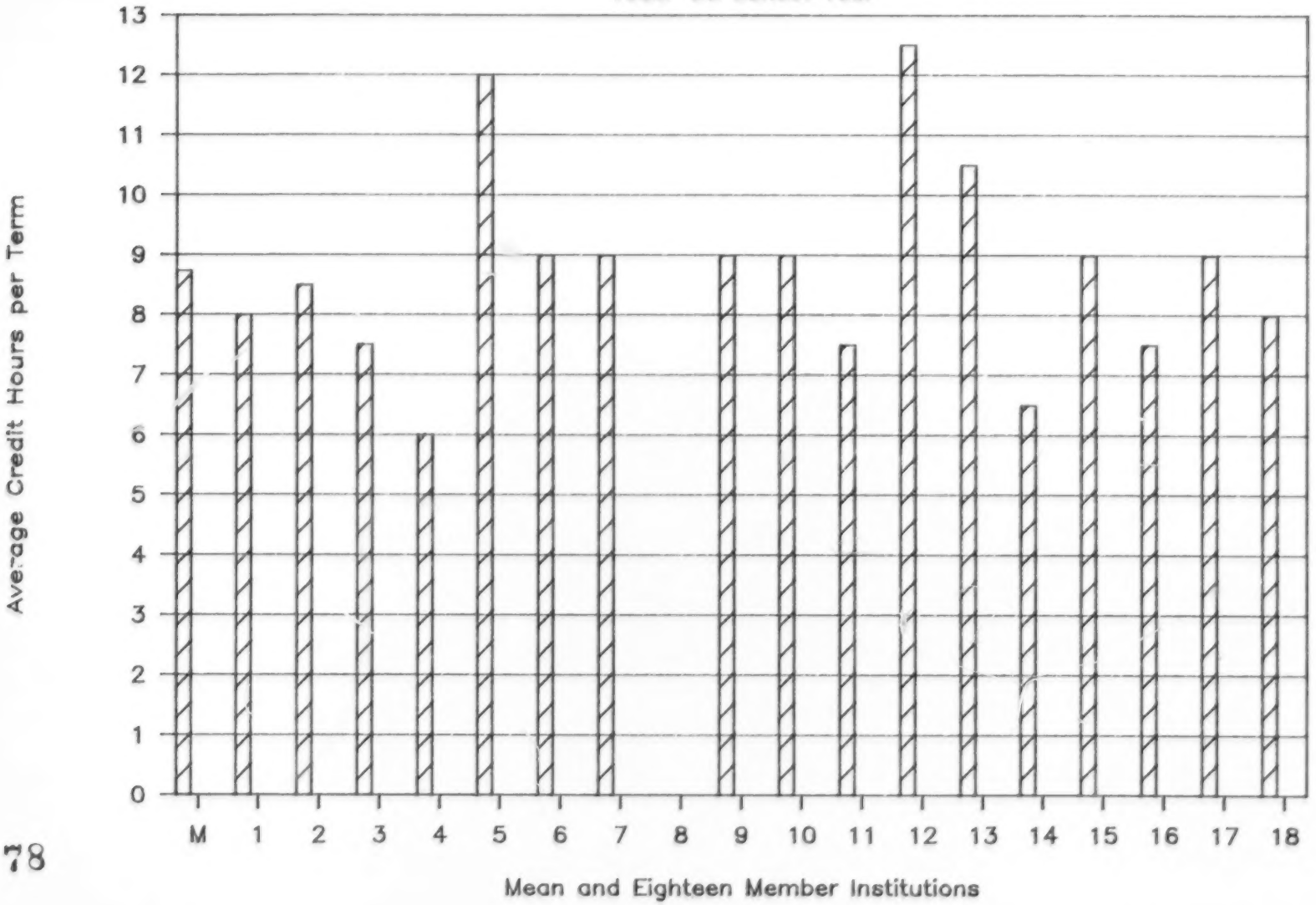
75

GRADUATE FACULTY LOAD DISTRIBUTION

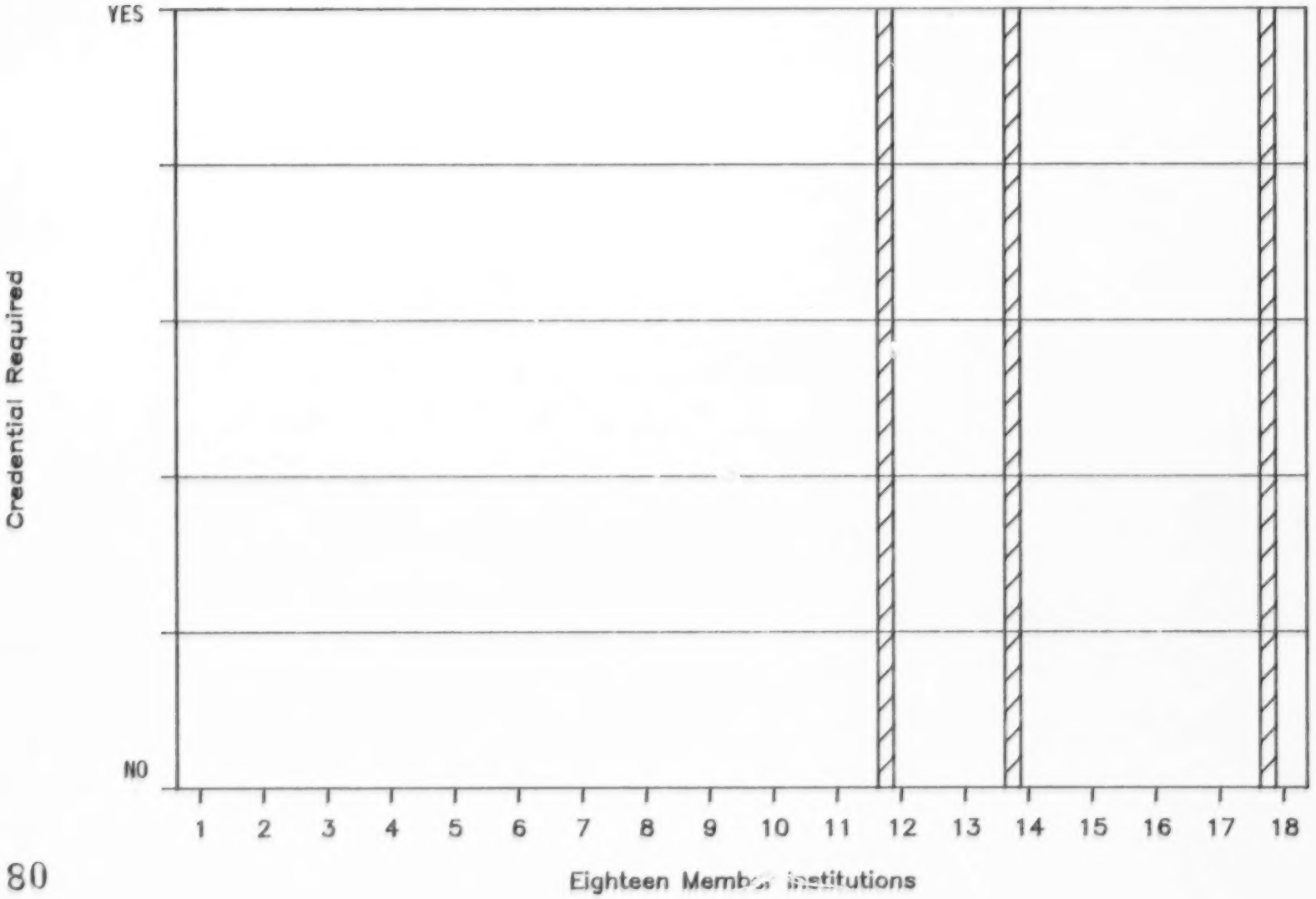


FACULTY TEACHING LOAD PER TERM

1985–86 School Year



CREDENTIAL REQUIRED FOR FACULTY

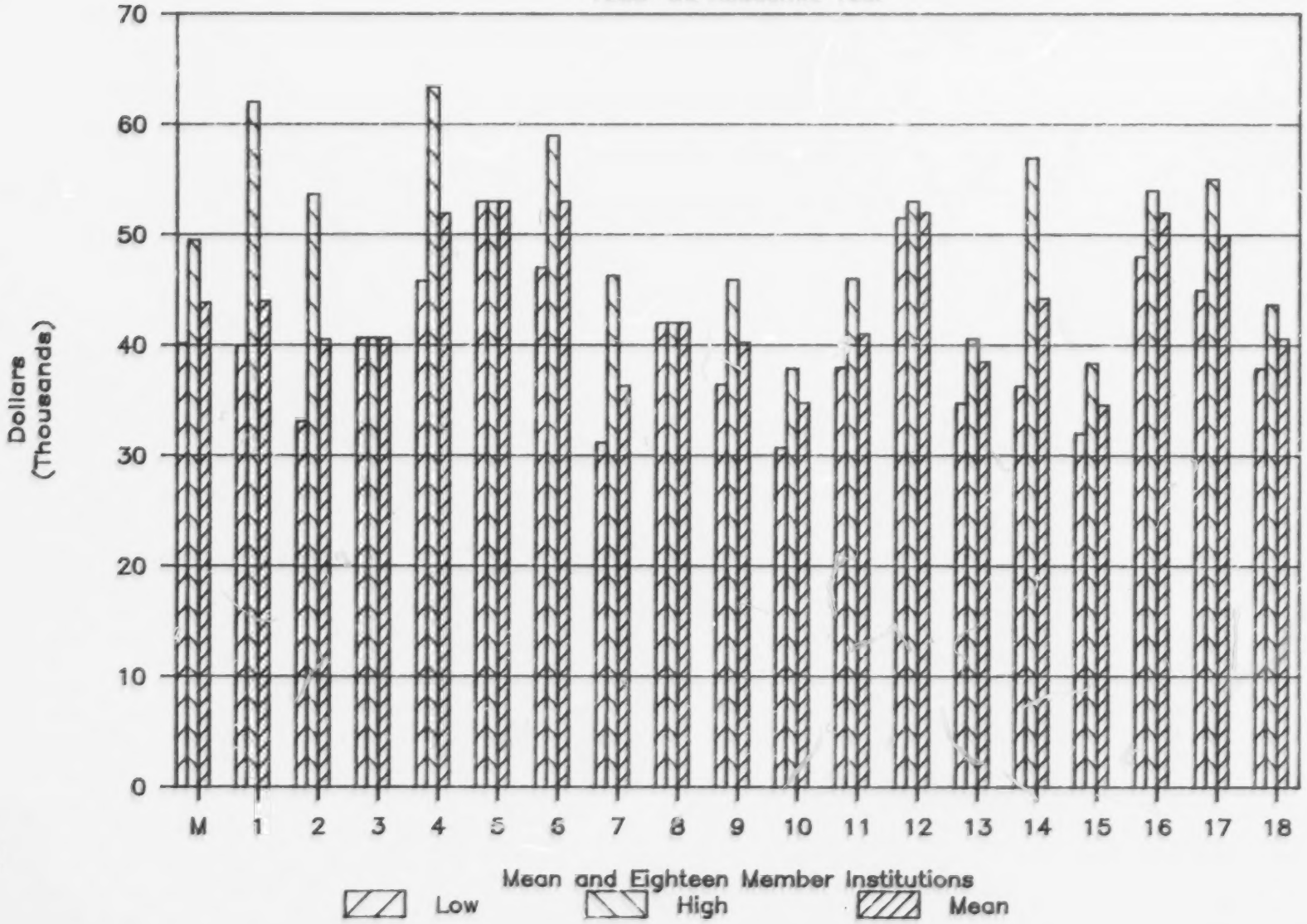


80

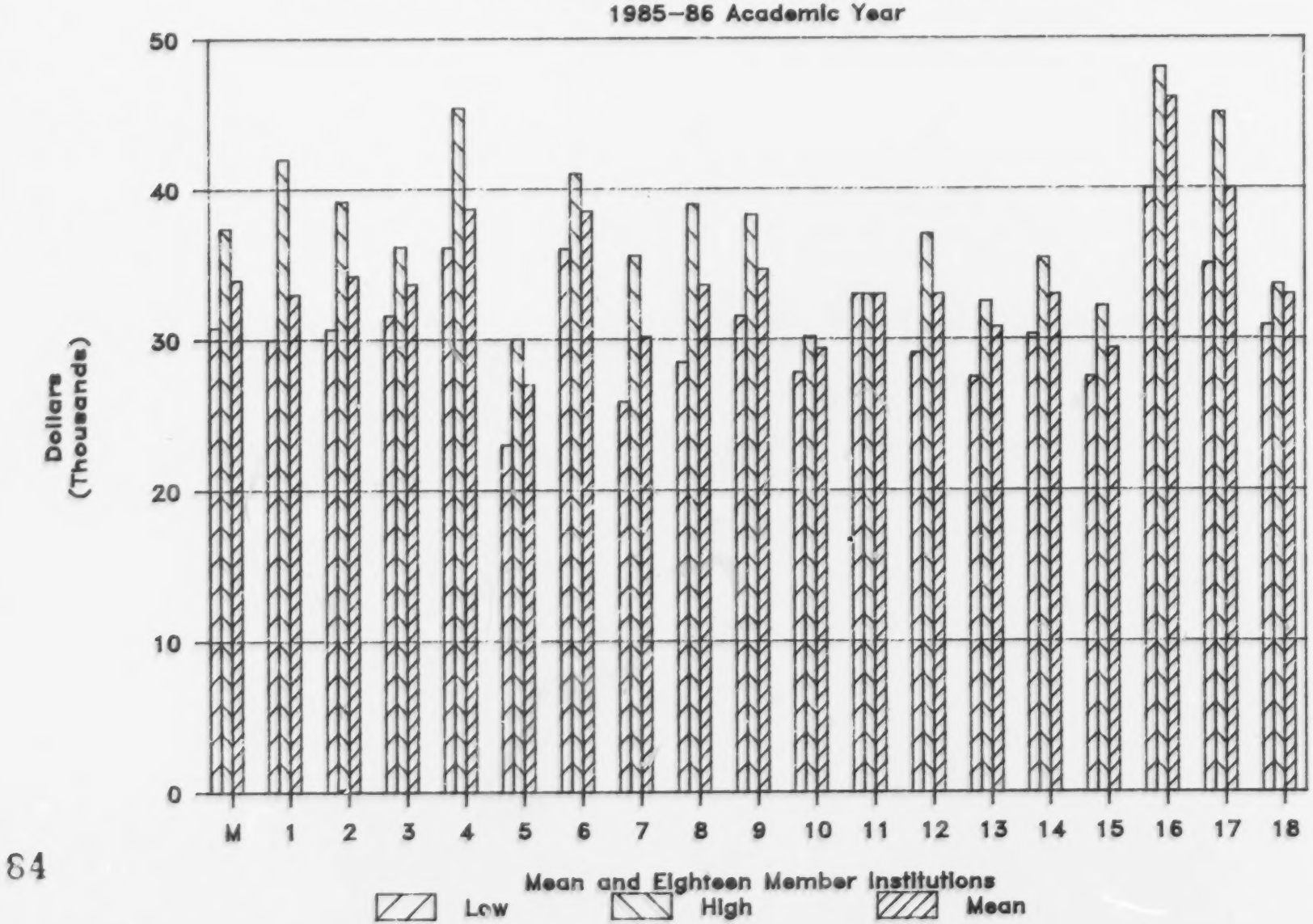
81

FACULTY SALARIES – PROFESSOR

1985–86 Academic Year

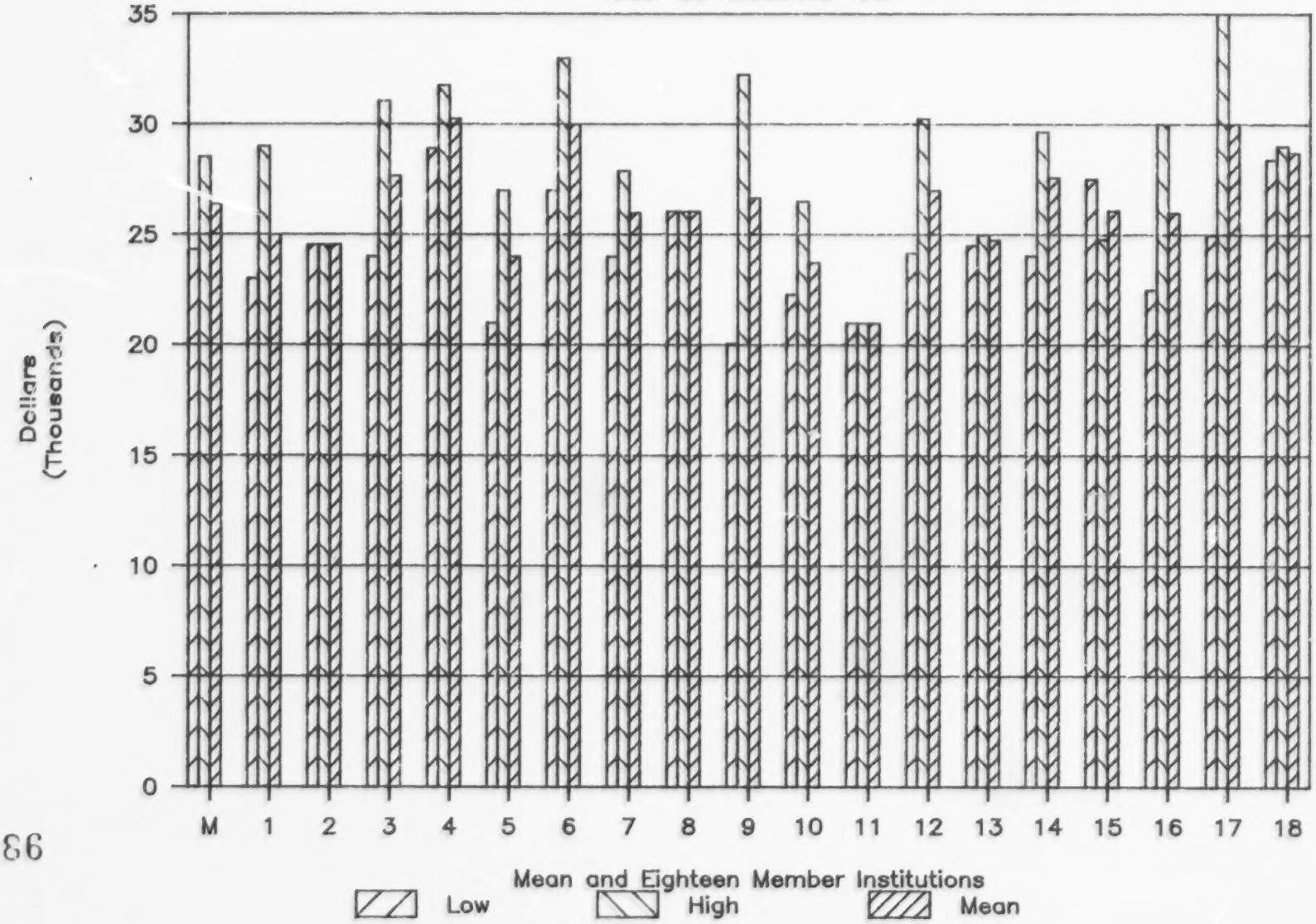


FACULTY SALARIES – ASSOC. PROFESSOR



FACULTY SALARIES – ASST. PROFESSOR

1985–86 Academic Year

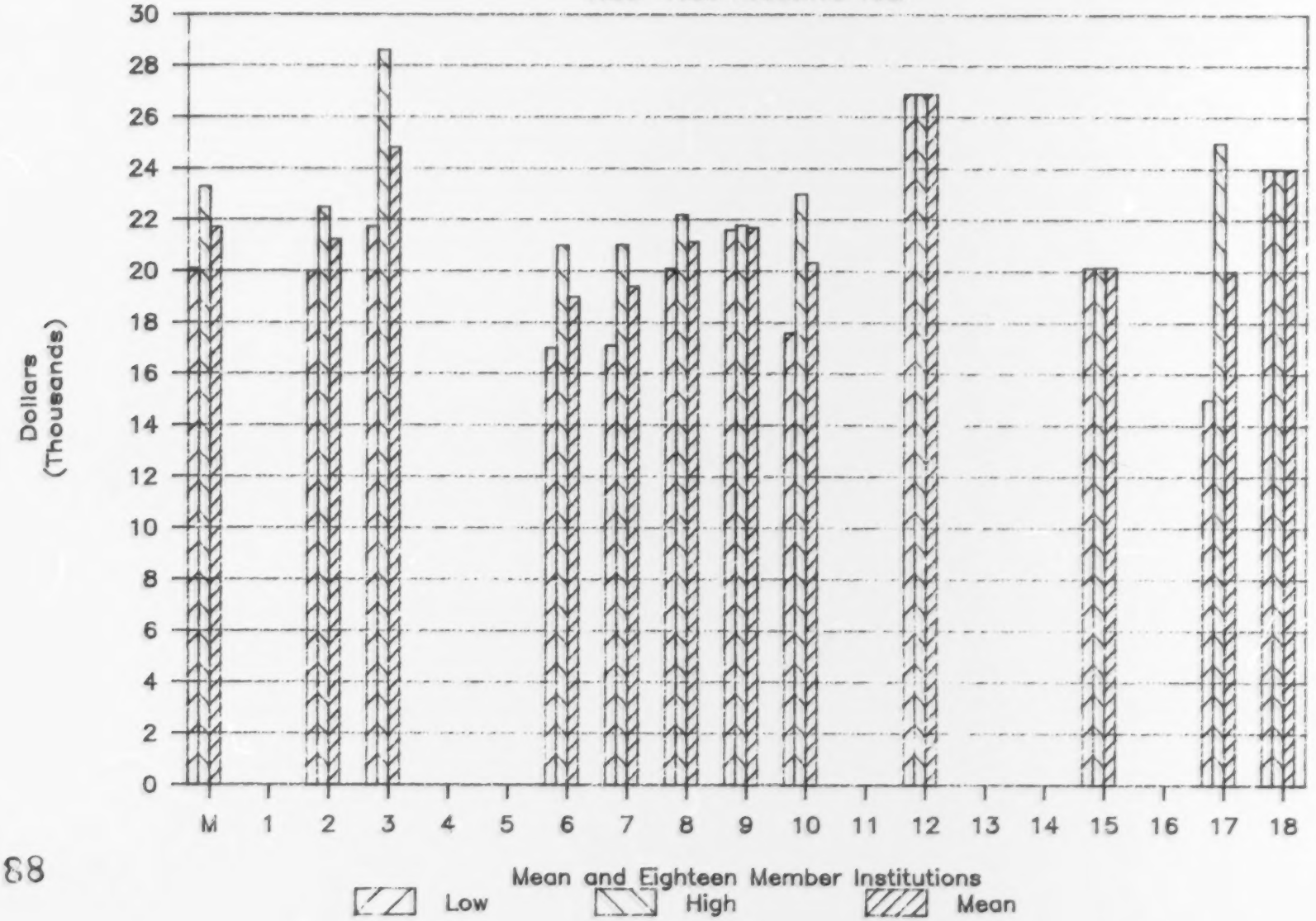


86

87

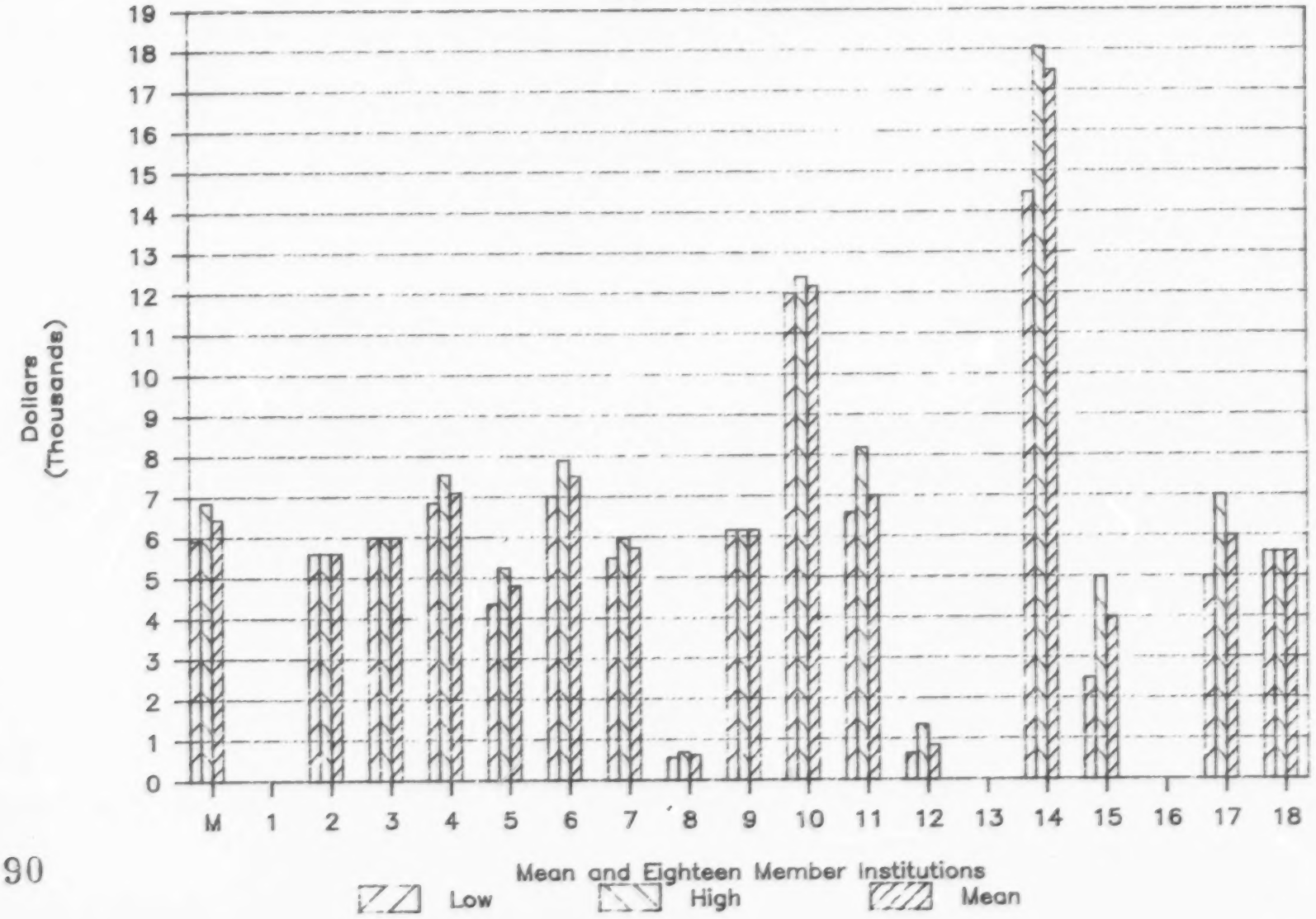
FACULTY SALARIES – INSTRUCTORS

1985–1986 Academic Year

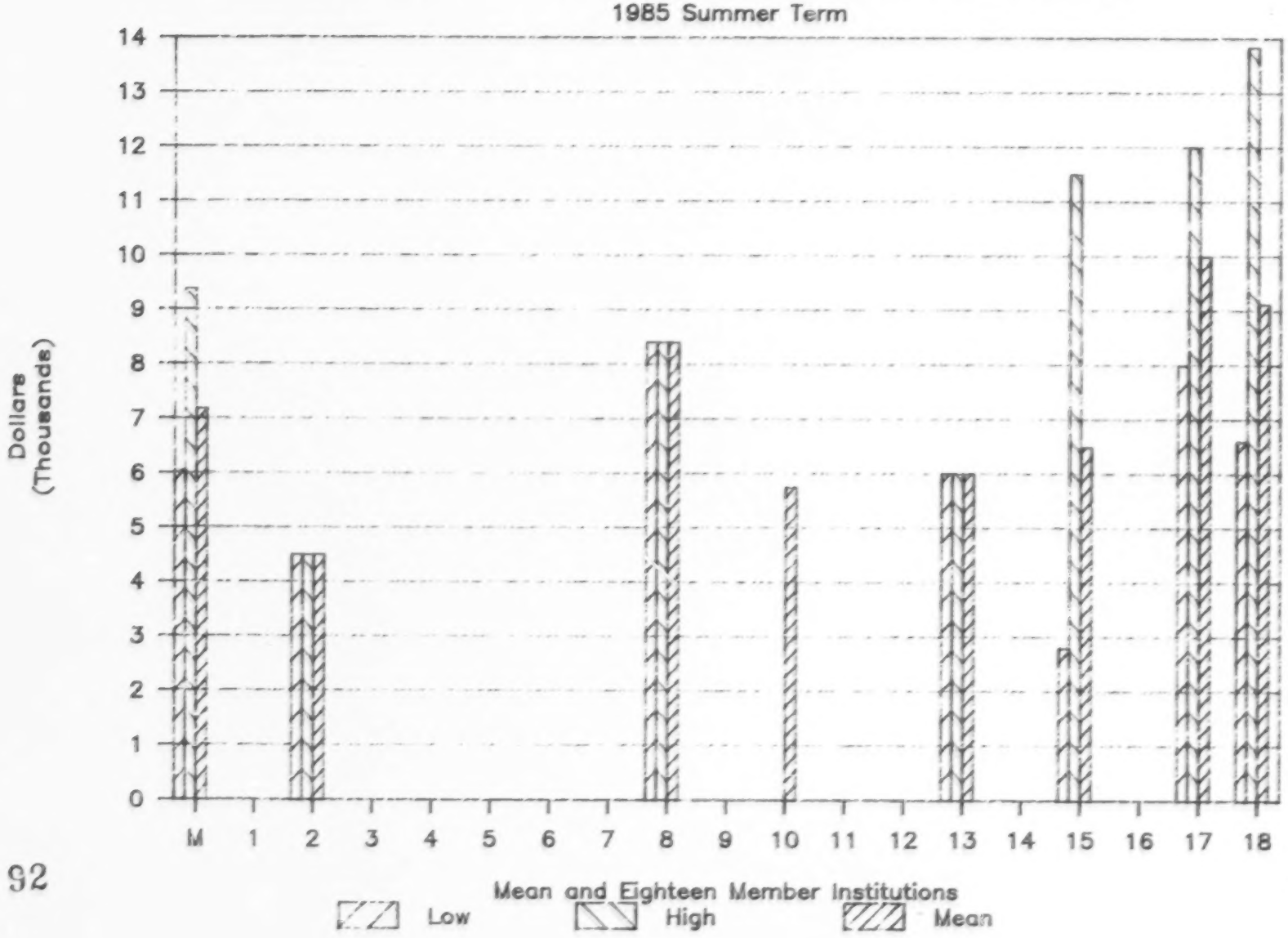


FACULTY SALARIES – GRAD. ASSTS.

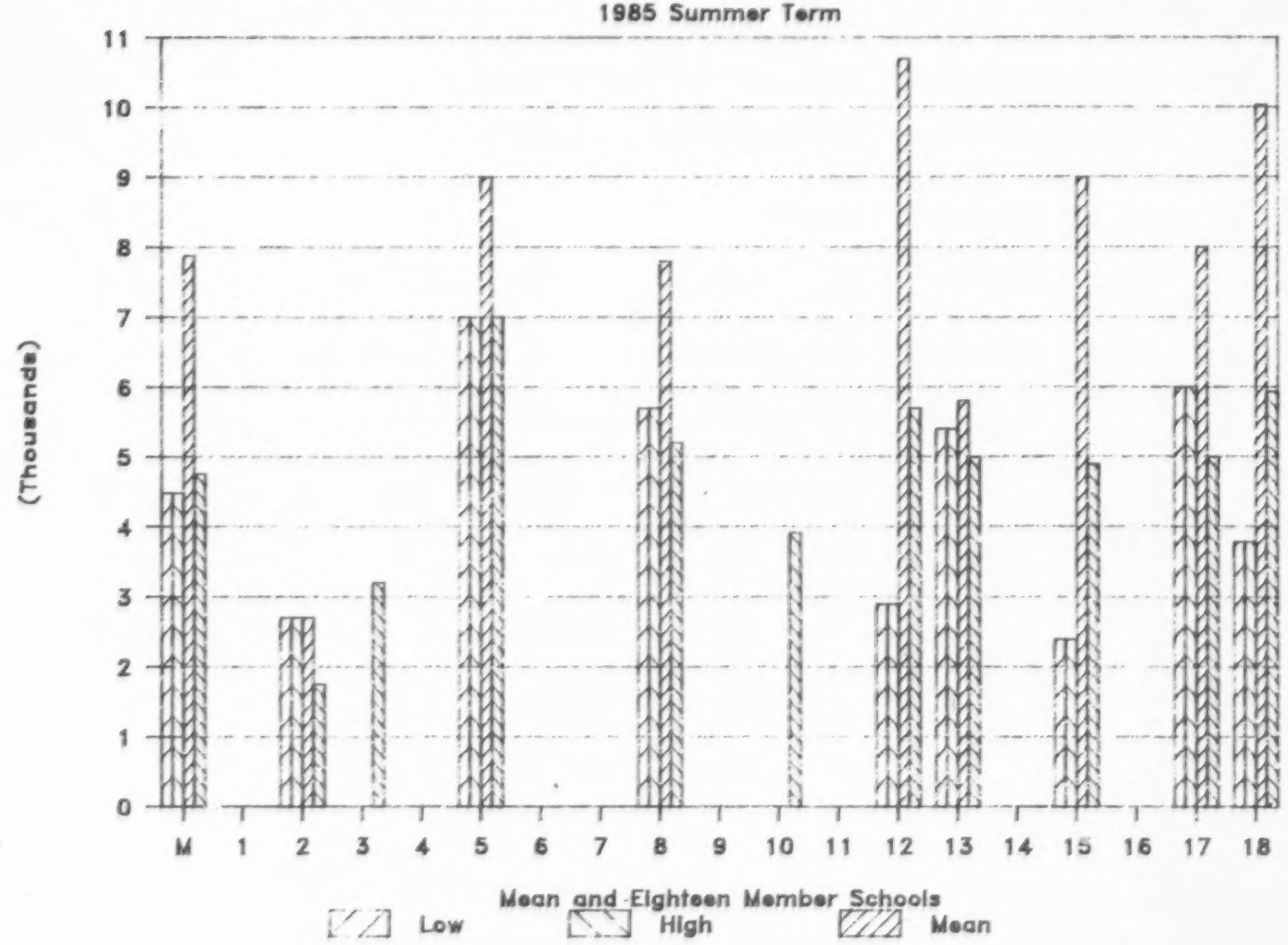
1985–86 Academic Year



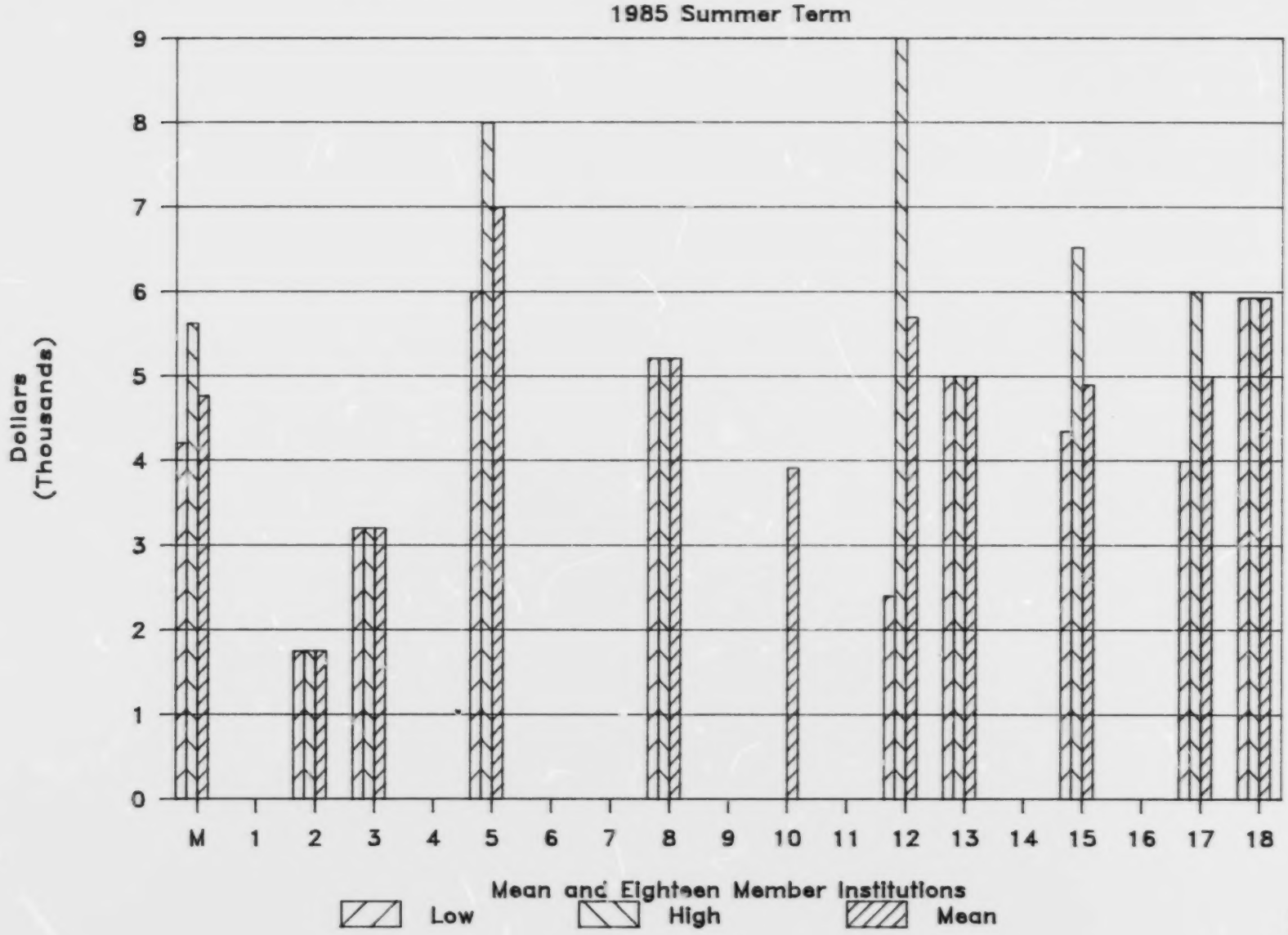
SUMMER SALARIES – PROFESSORS



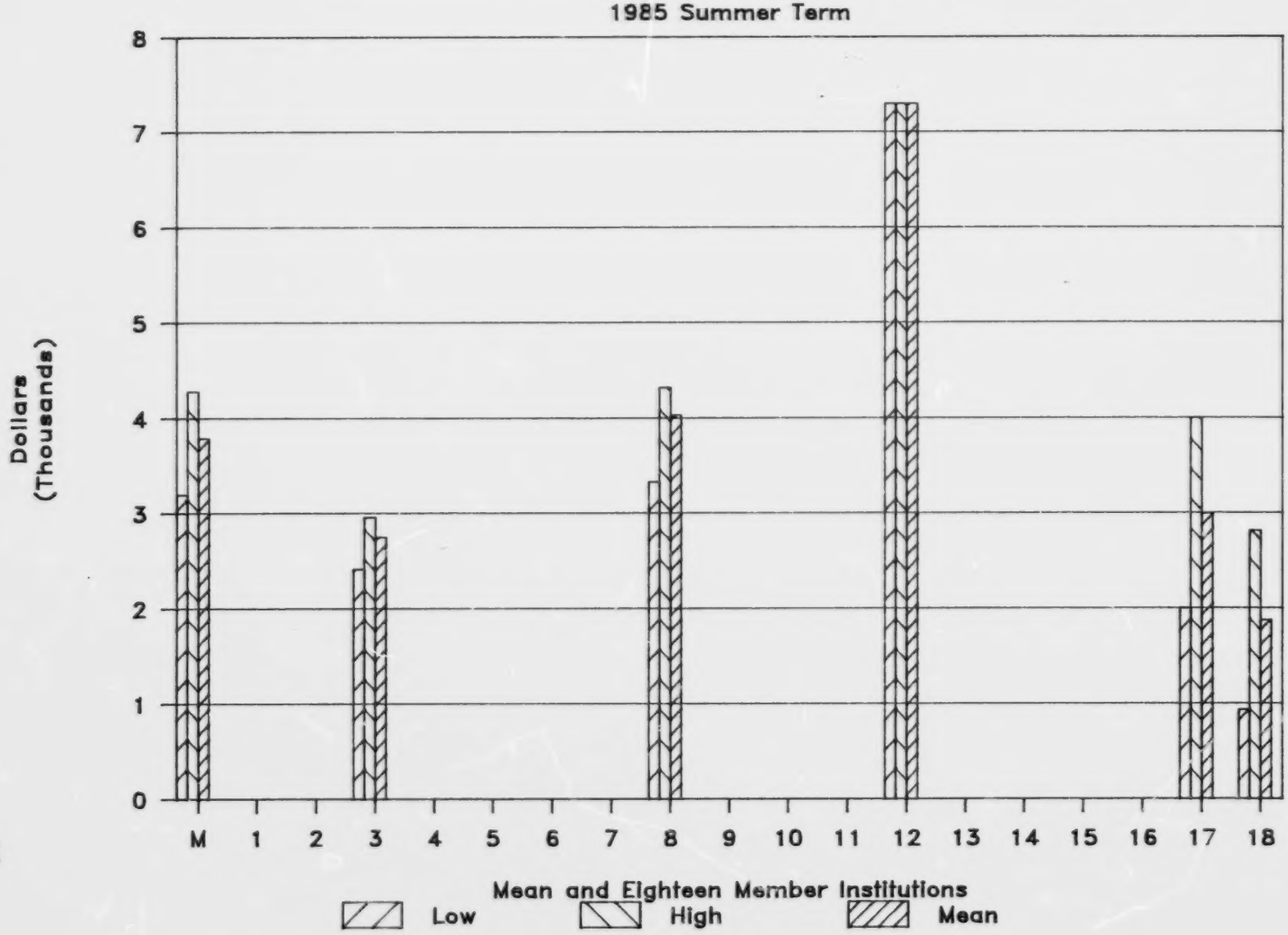
SUMMER SALARIES – ASSOCIATE PROFESSOR



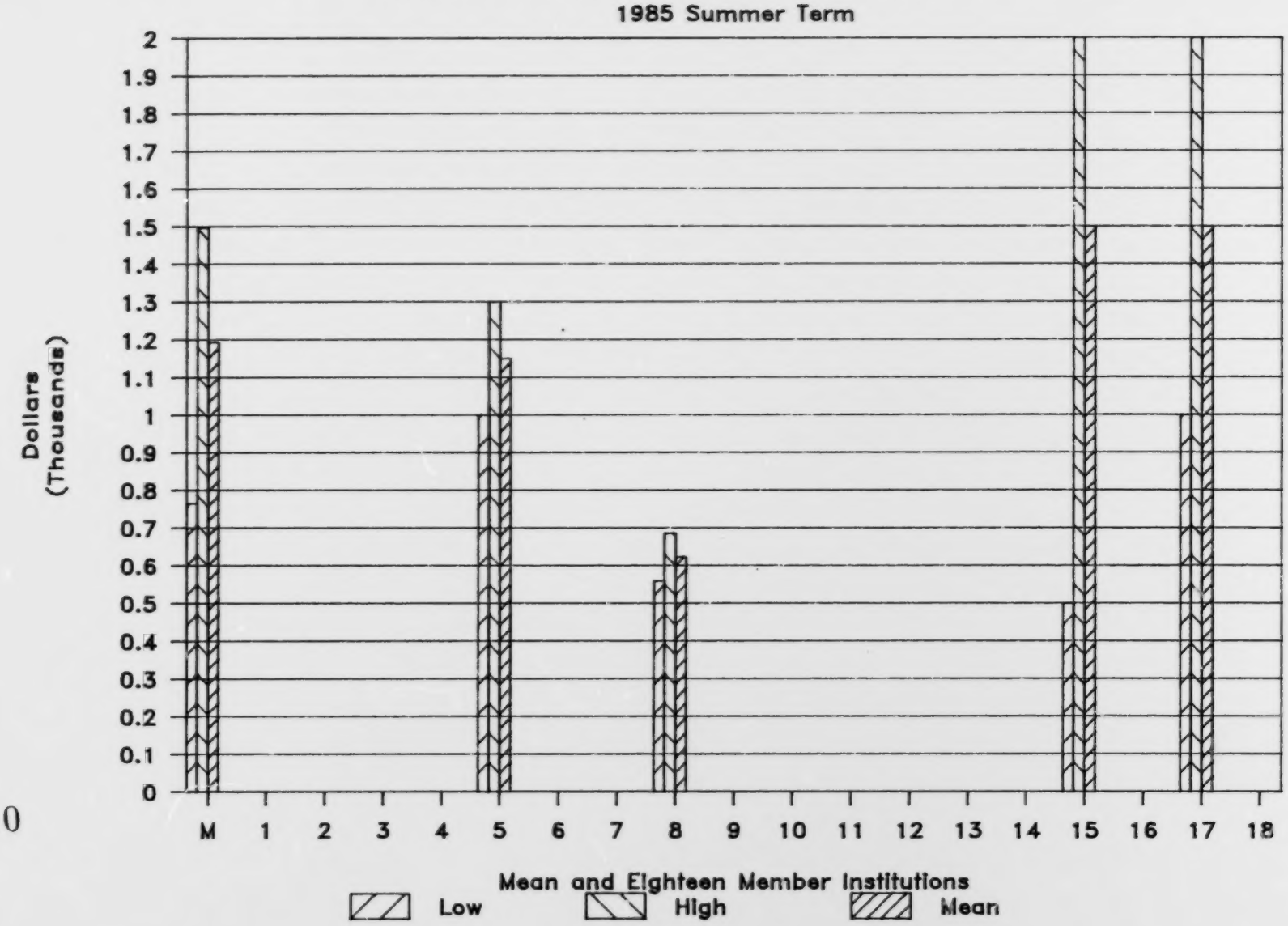
SUMMER SALARIES – ASST. PROF.



SUMMER SALARIES – INSTRUCTORS

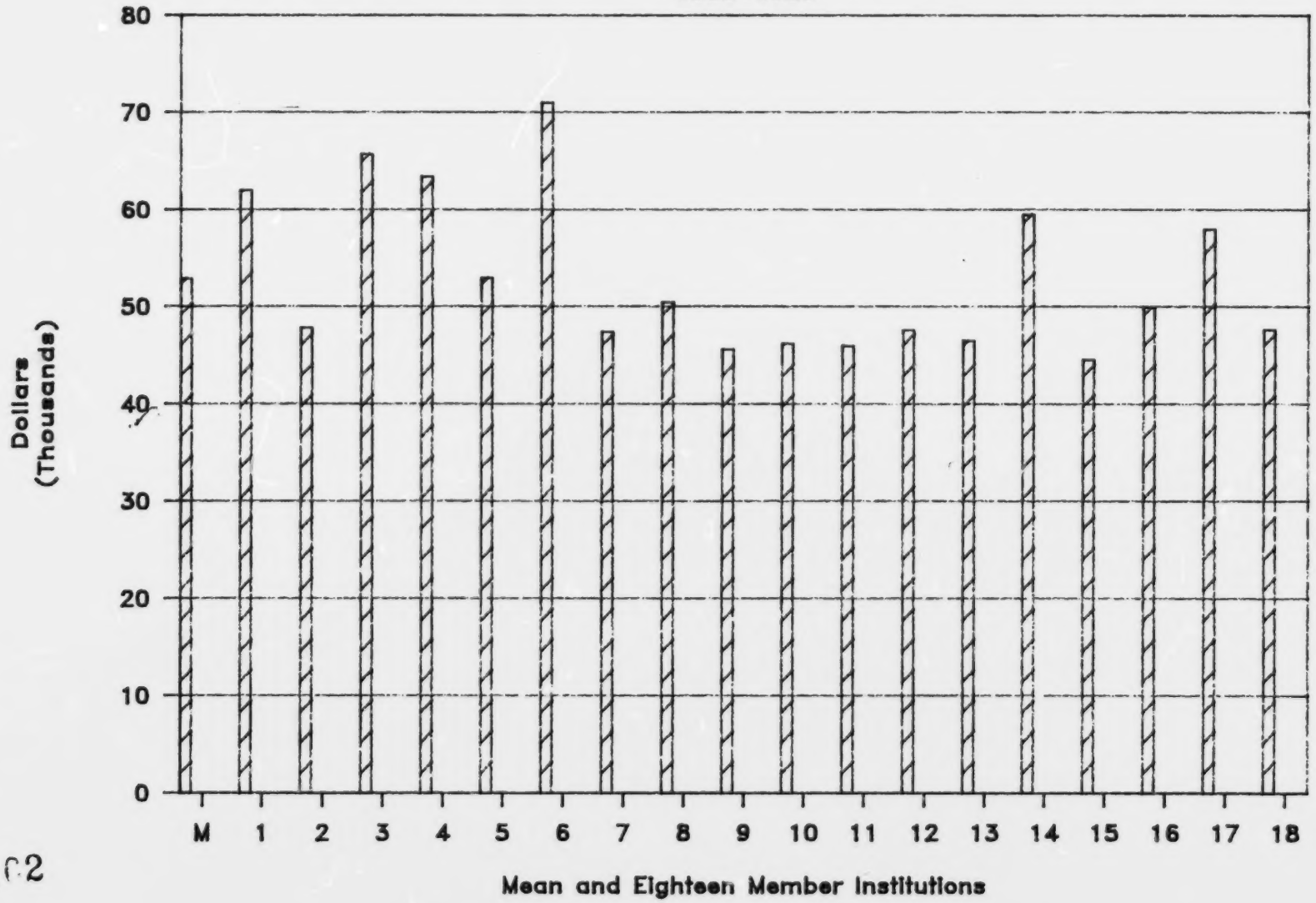


SUMMER SALARIES — GRAD. ASSTS.



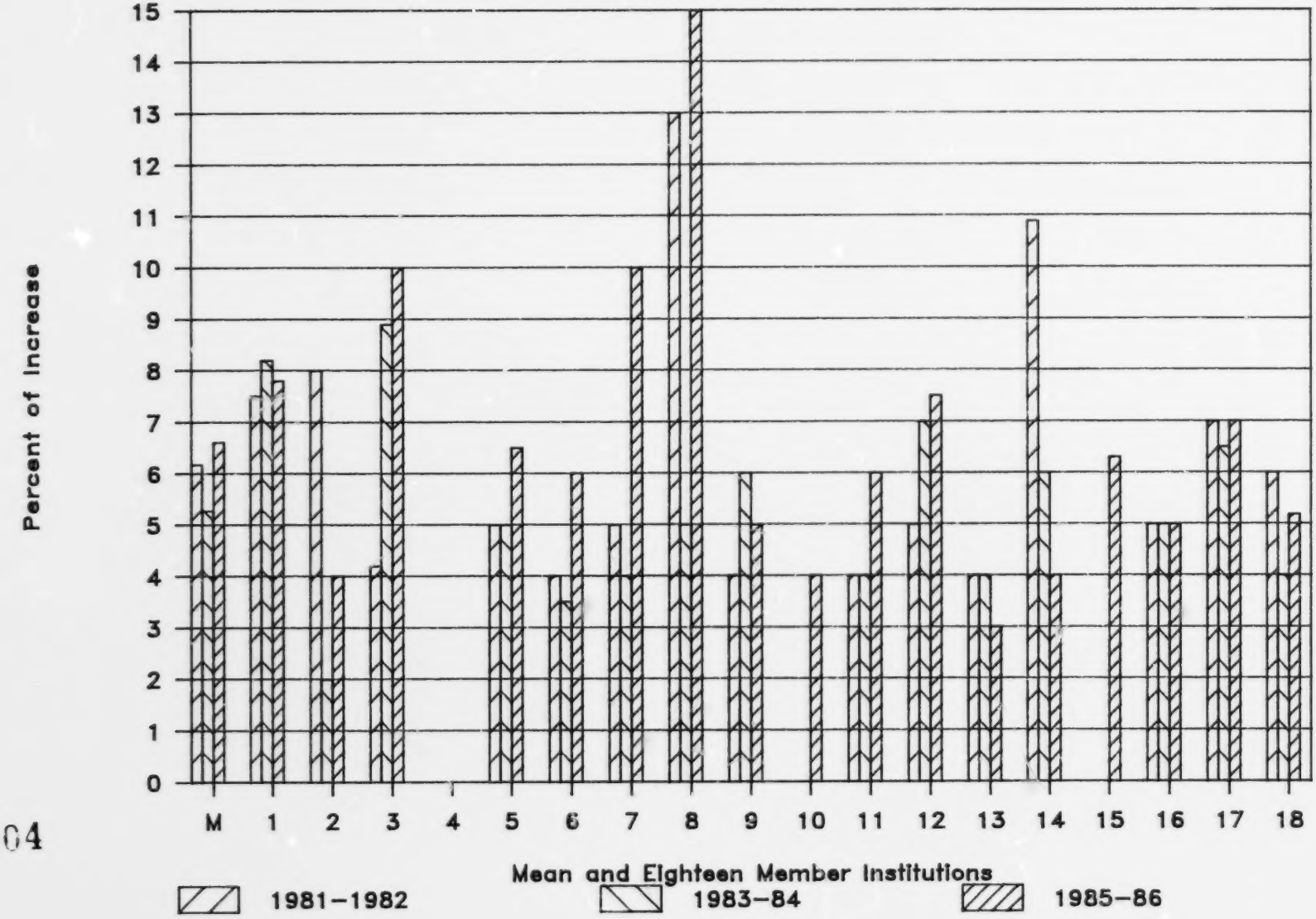
UNIT ADMINISTRATOR SALARY

1985–1986

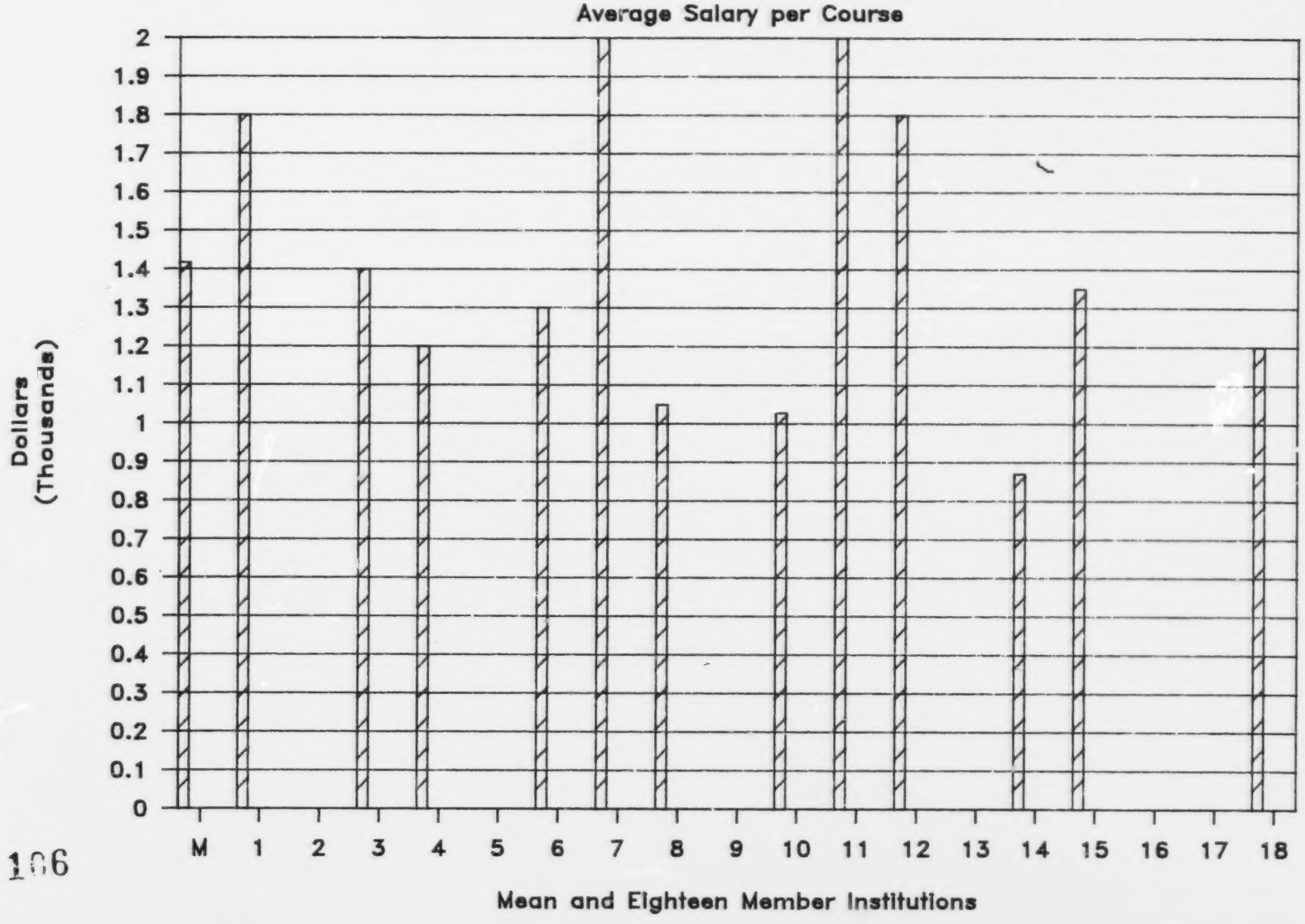


FACULTY SALARY INCREASE

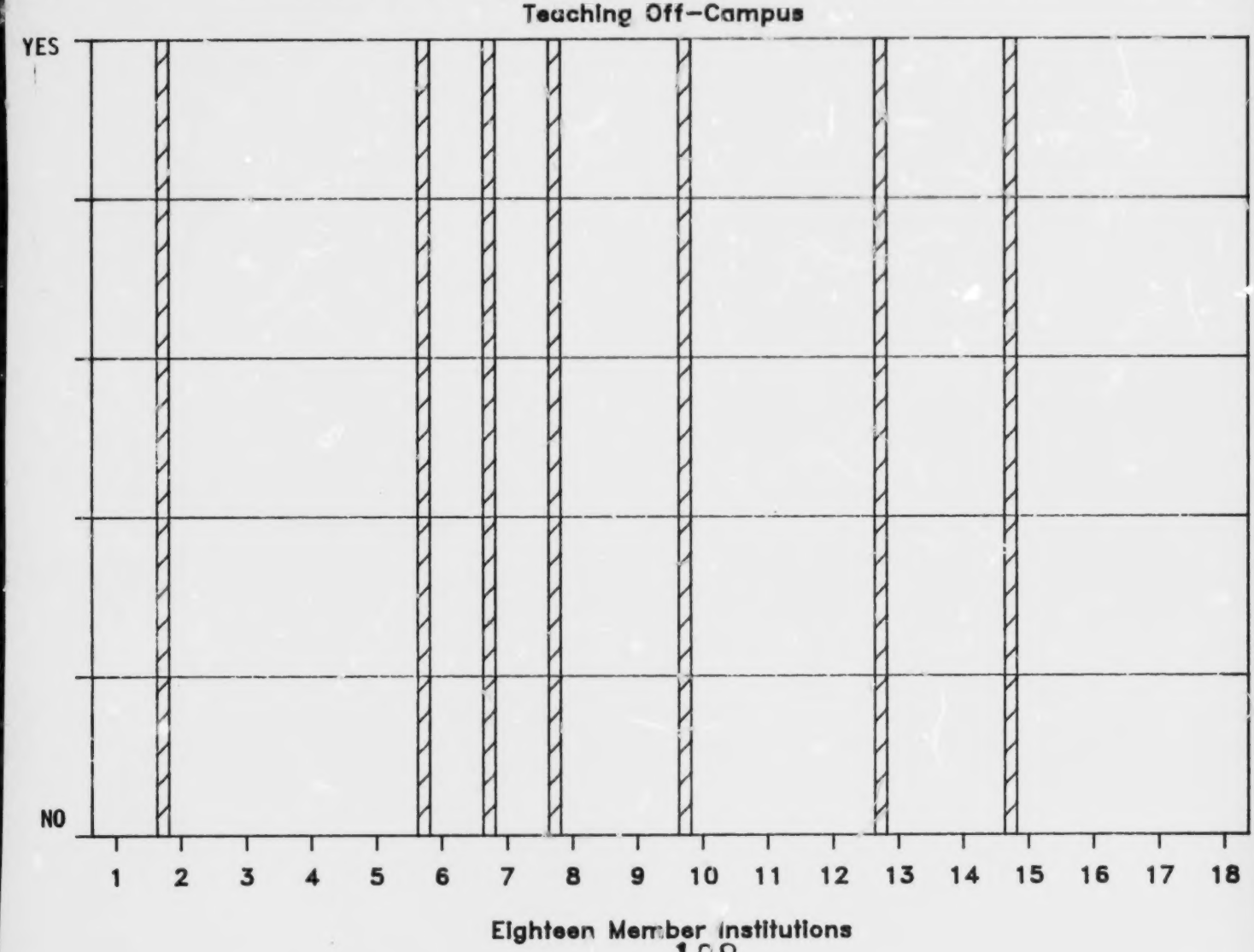
For the Years 1981, 1983, 1985



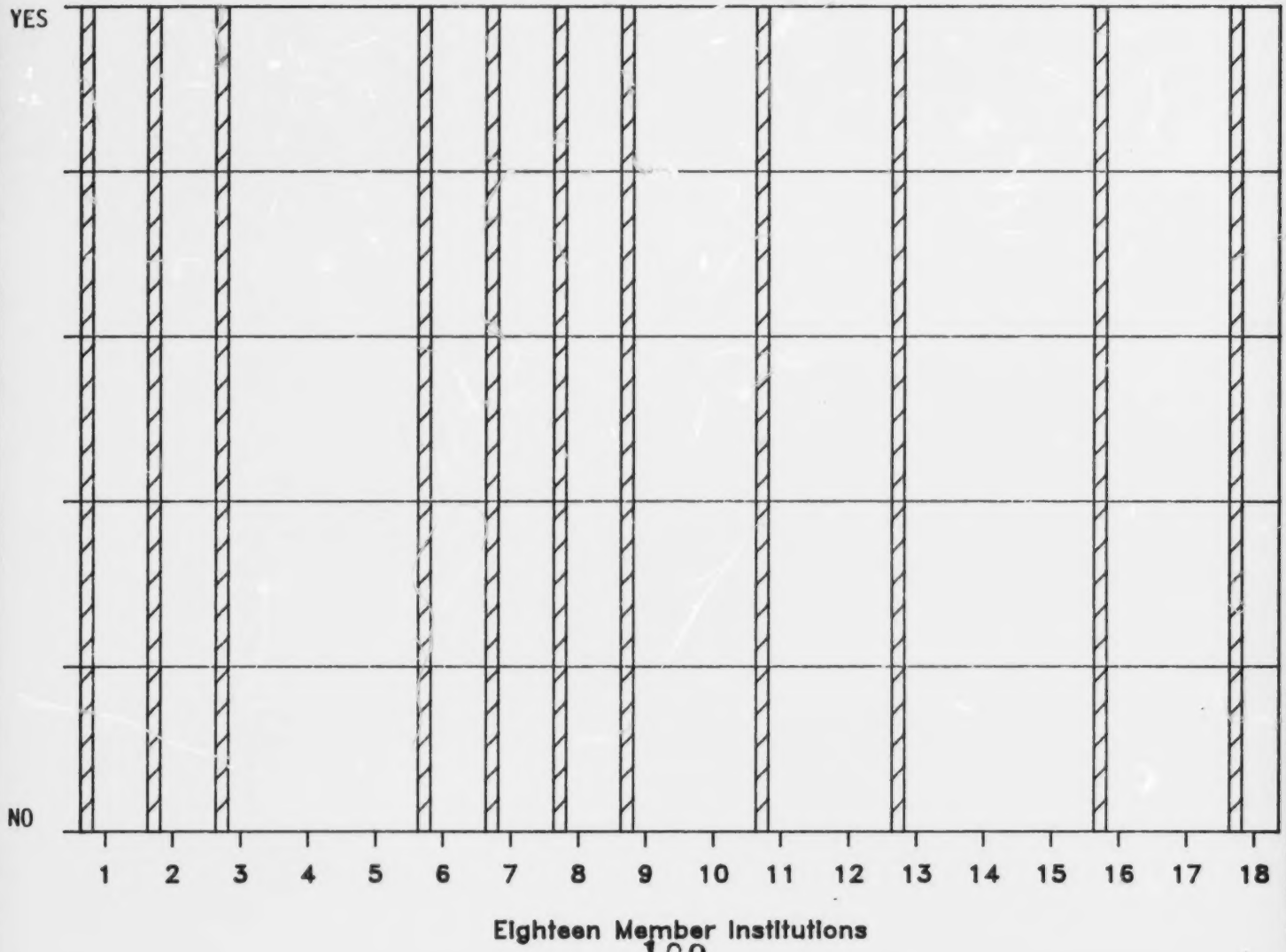
OFF–CAMPUS AFFILIATE FACULTY



EXTRA COMPENSATION FOR FACULTY

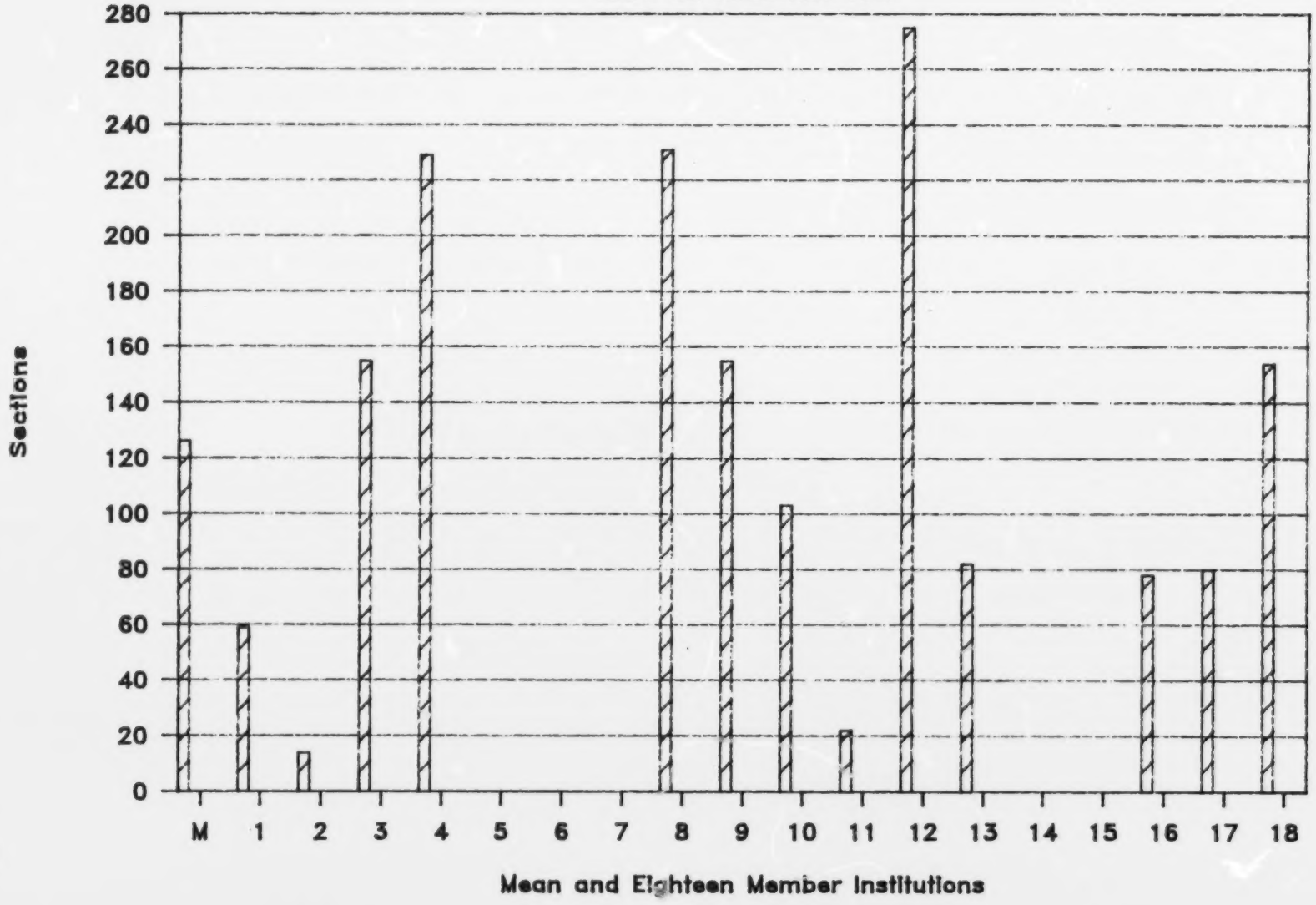


UNITS WITH SEMESTER CALENDAR

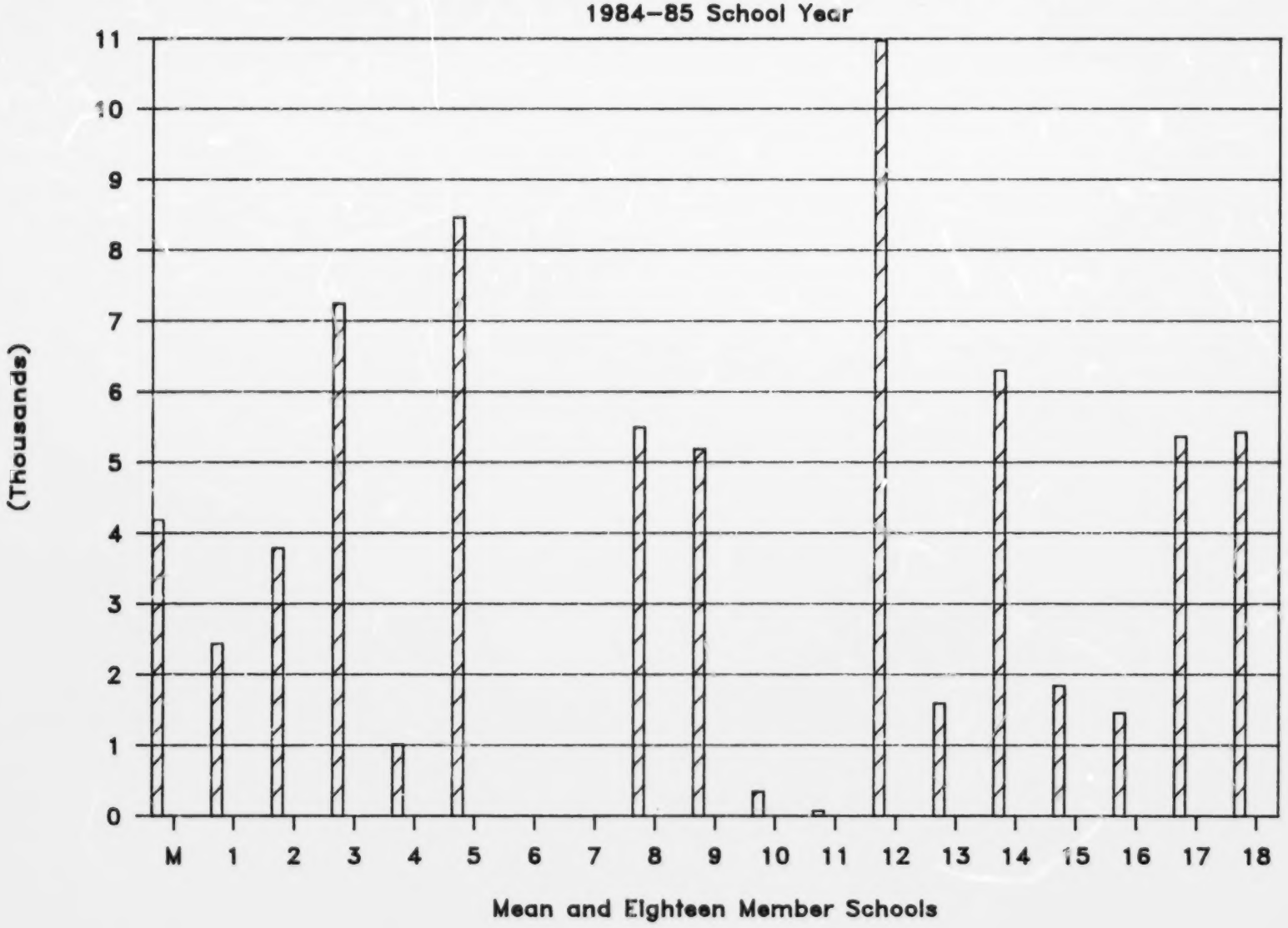


COURSE SECTIONS PRODUCED

1984–85 Academic Year

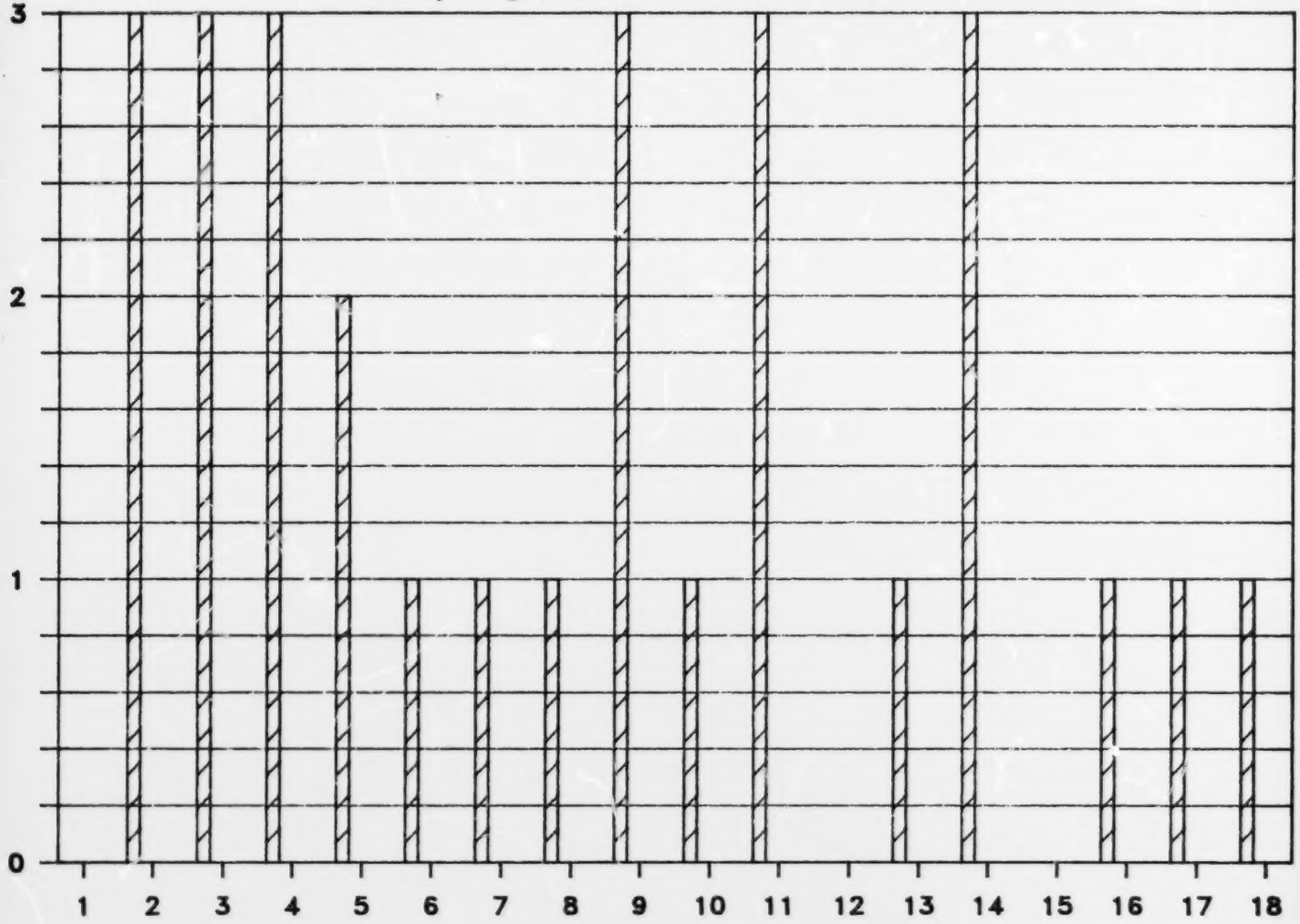


SEMESTER CREDIT HOURS PRODUCED



UNDERGRADUATE CREDIT HOUR PRODUCTION

Comparing 1984–5/1981–2 Calendar Years

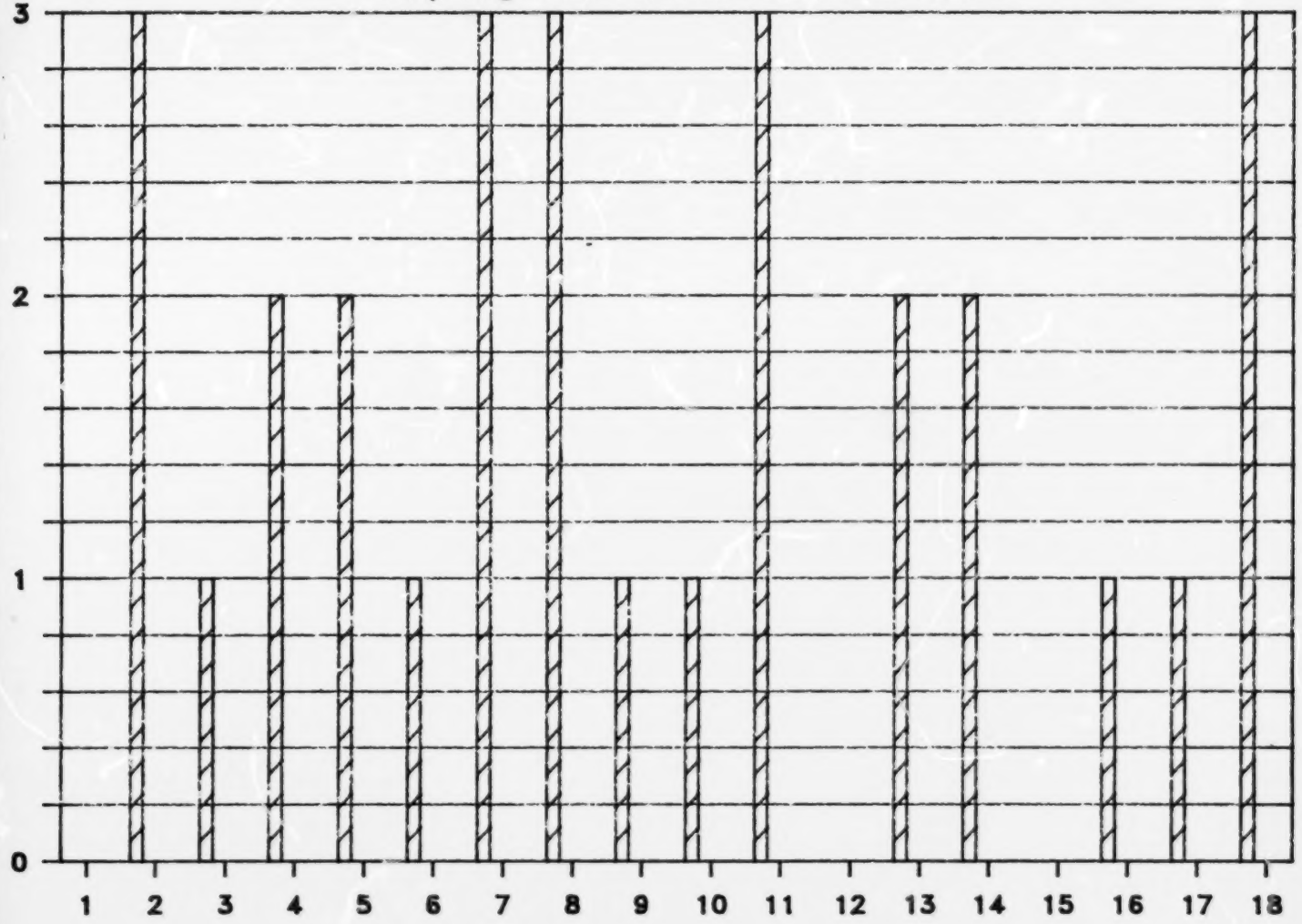


Eighteen Member Institutions

3 = Increase 2 = Unchanged 1 = Decrease

GRADUATE 1 CREDIT HOUR PRODUCTION

Comparing 1984–85/1981–2 Calendar Years

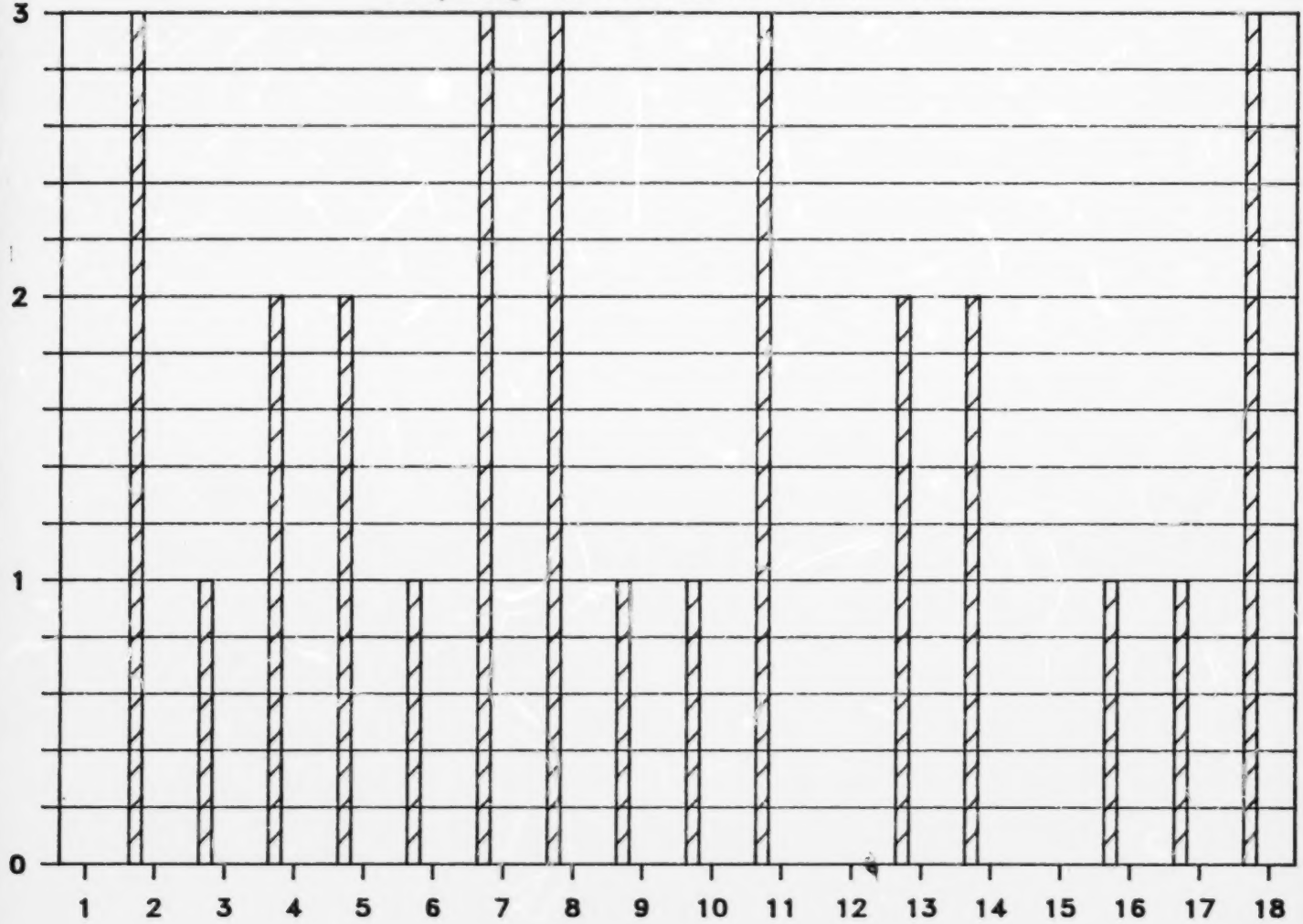


Eighteen Member Institutions

3 = Increase 2 = Unchanged 1 = Decrease

GRADUATE LEVEL 2 CREDIT HOUR PRODUCTION

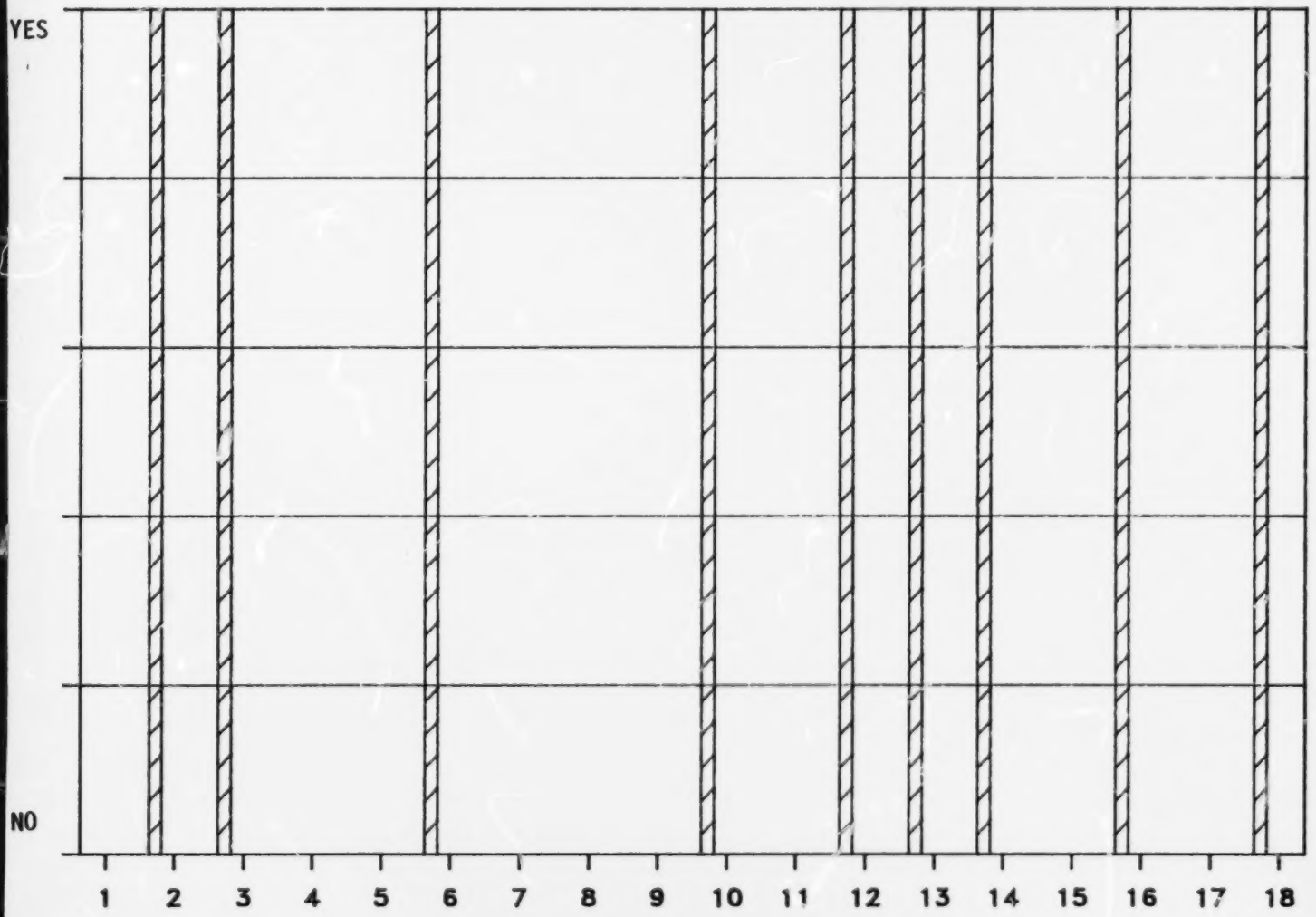
Comparing 1984–5/1981–2 Calendar Years



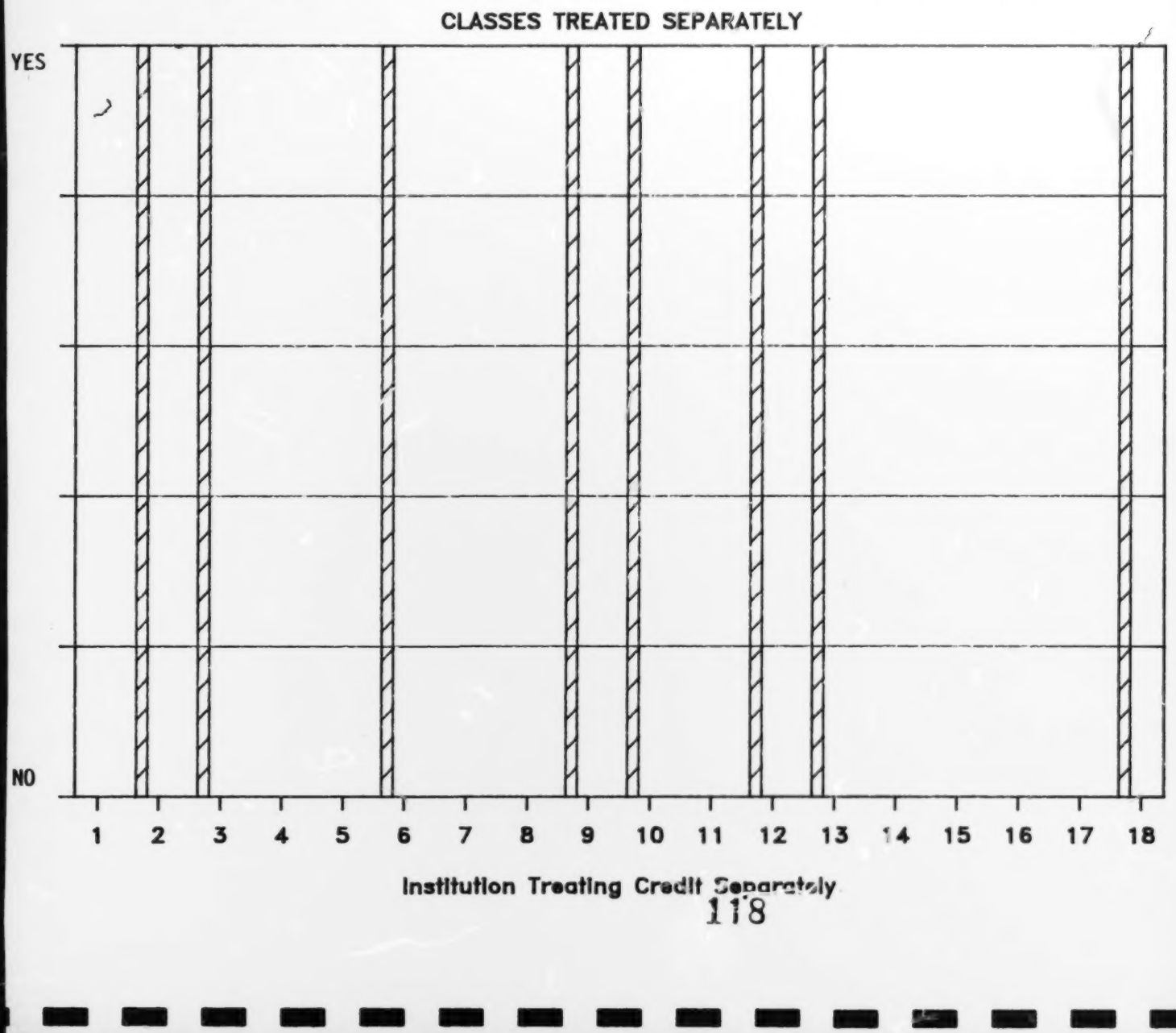
Mean and Eighteen Member Schools

3 = Increase 2 = Unchanged 1 = Decrease

SEPARATE BUDGET FOR OFF-CAMPUS CLASSES

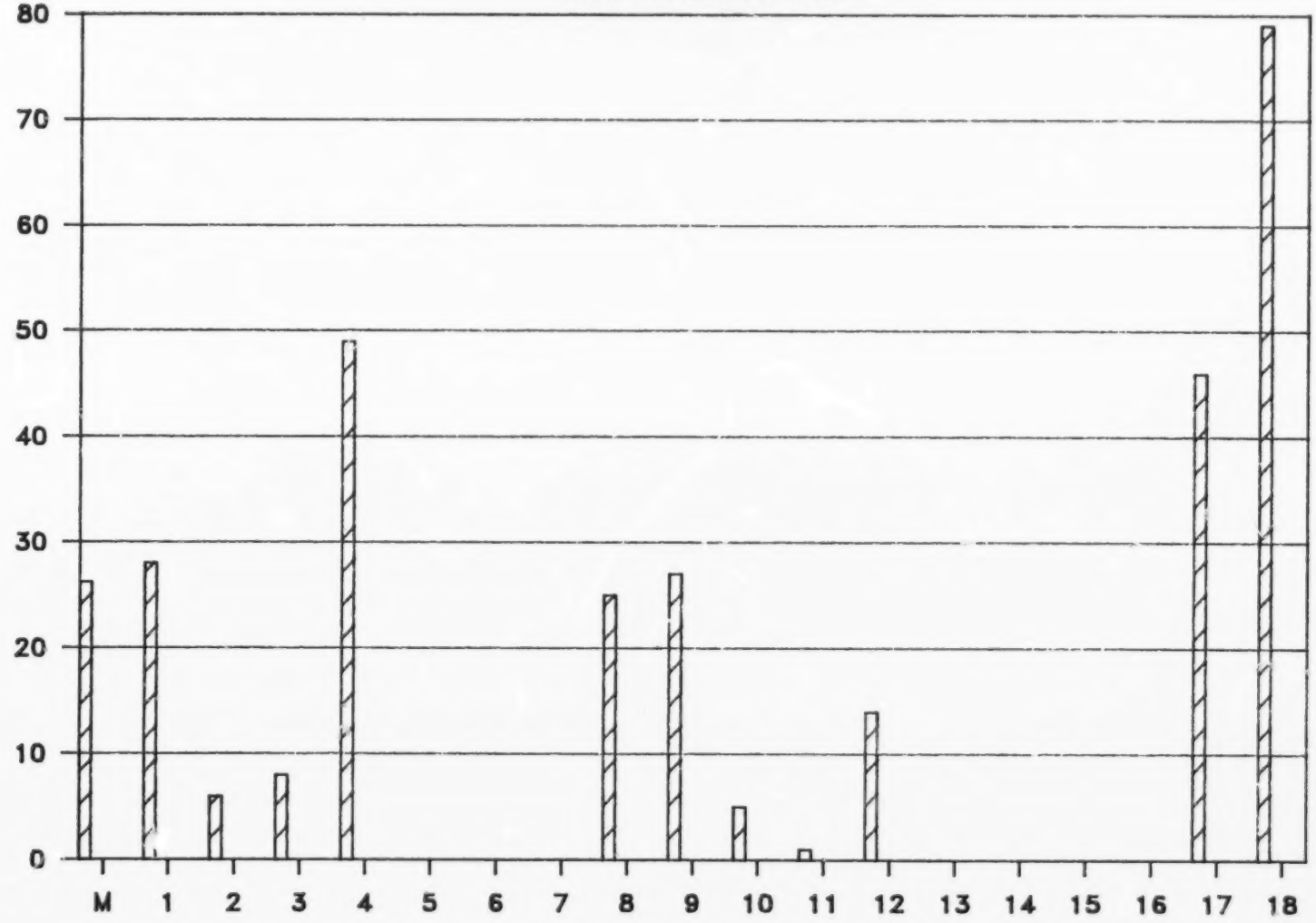


CREDITS PRODUCED IN OFF-CAMPUS



OFF--CAMPUS SECTIONS PRODUCED

1984–85 School Year



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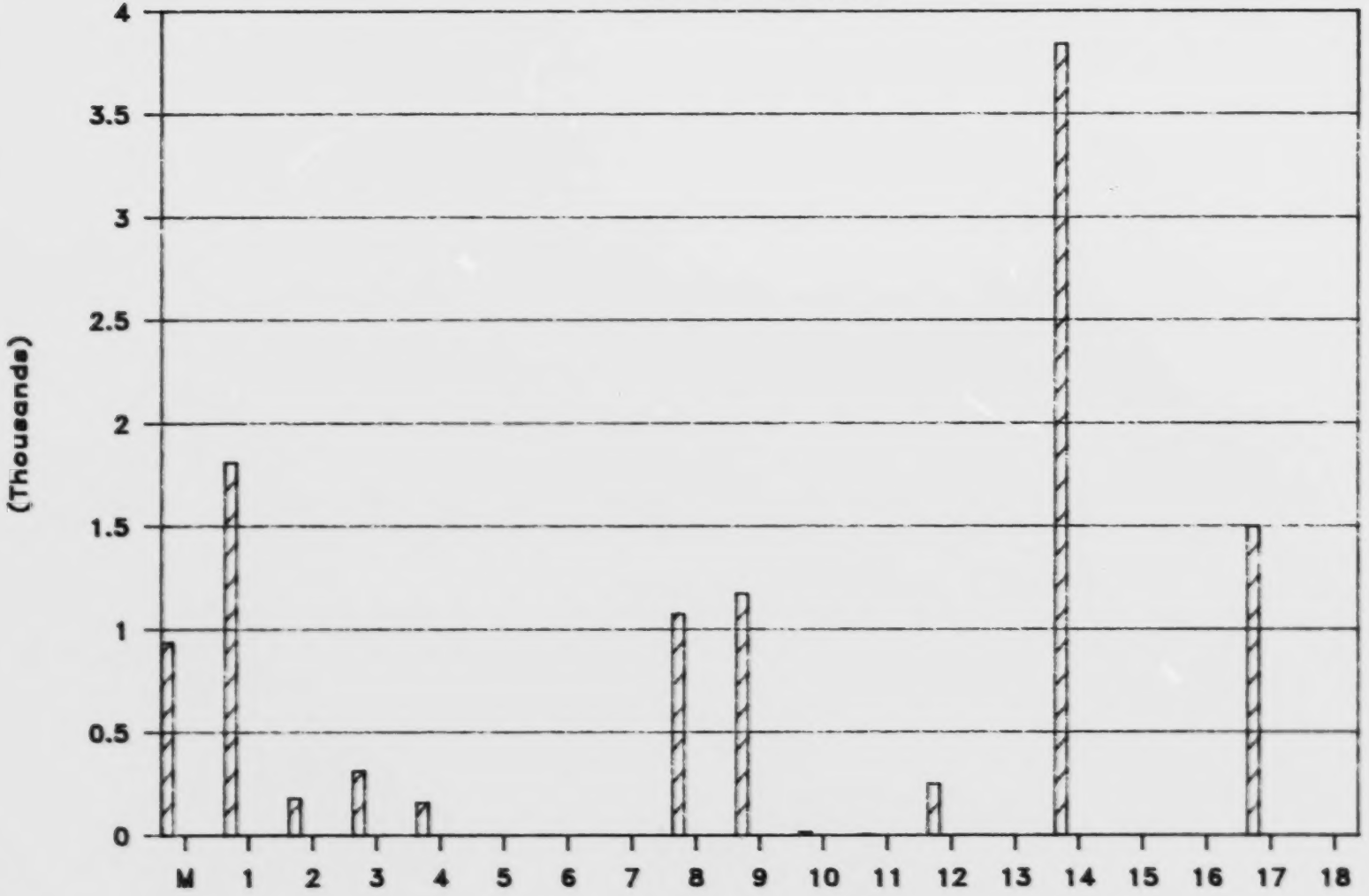
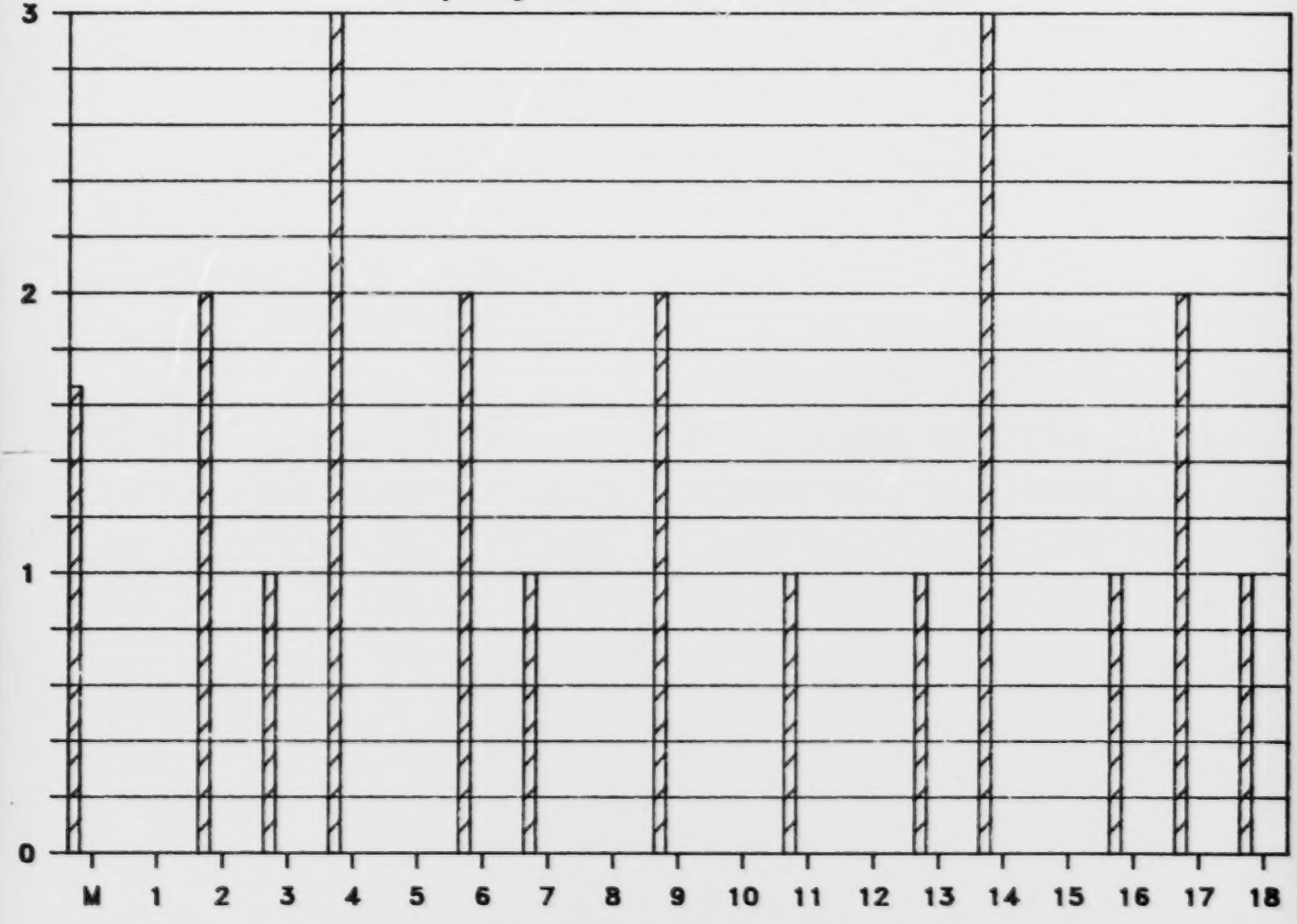
OFF–CAMPUS CREDIT HOUR PRODUCTION

1984–85 School Year



OFF–CAMPUS UNDERGR. CR. HR. PRODUCTION

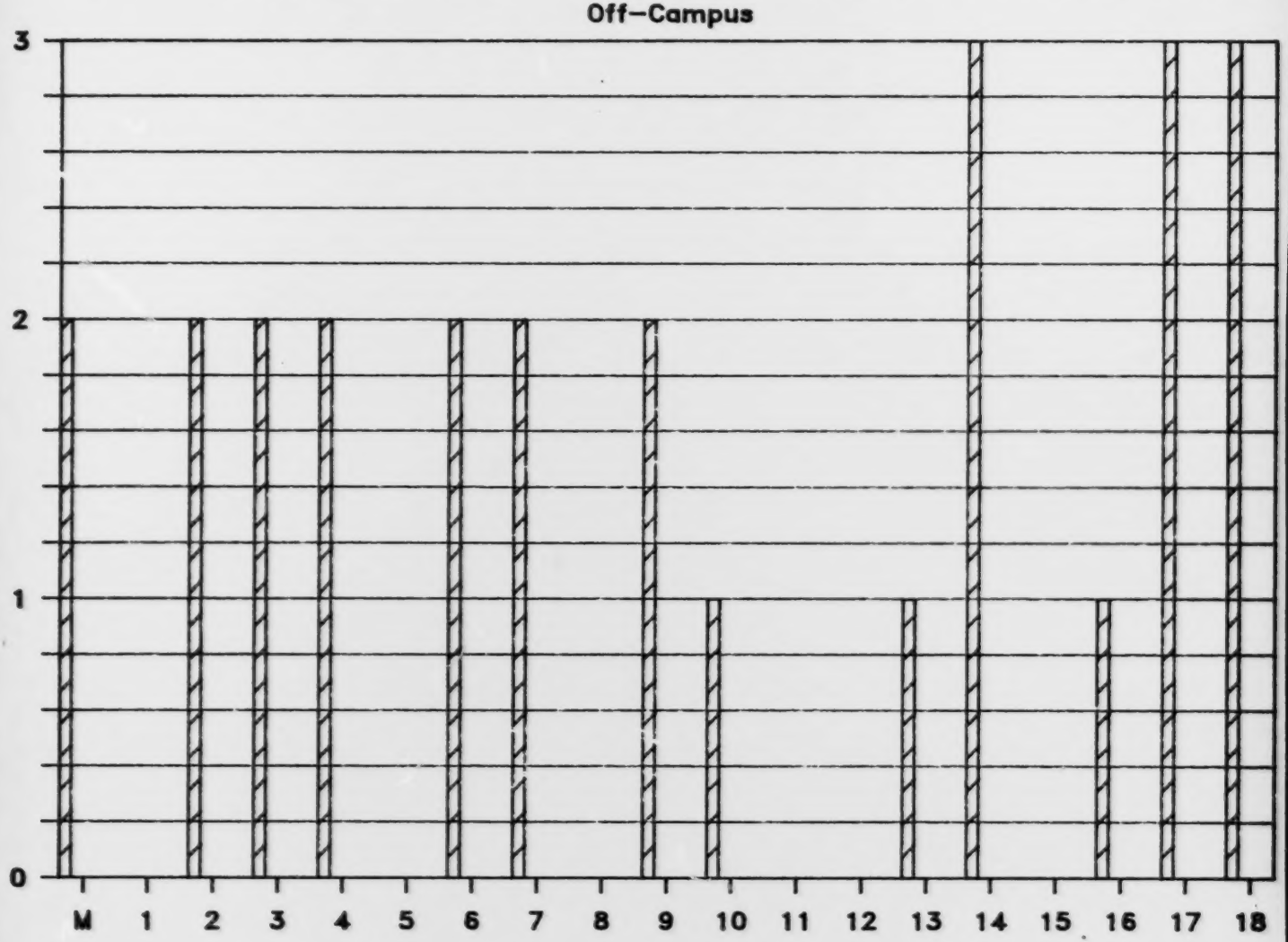
Comparing 1984--5/1981--2 Calendar Years



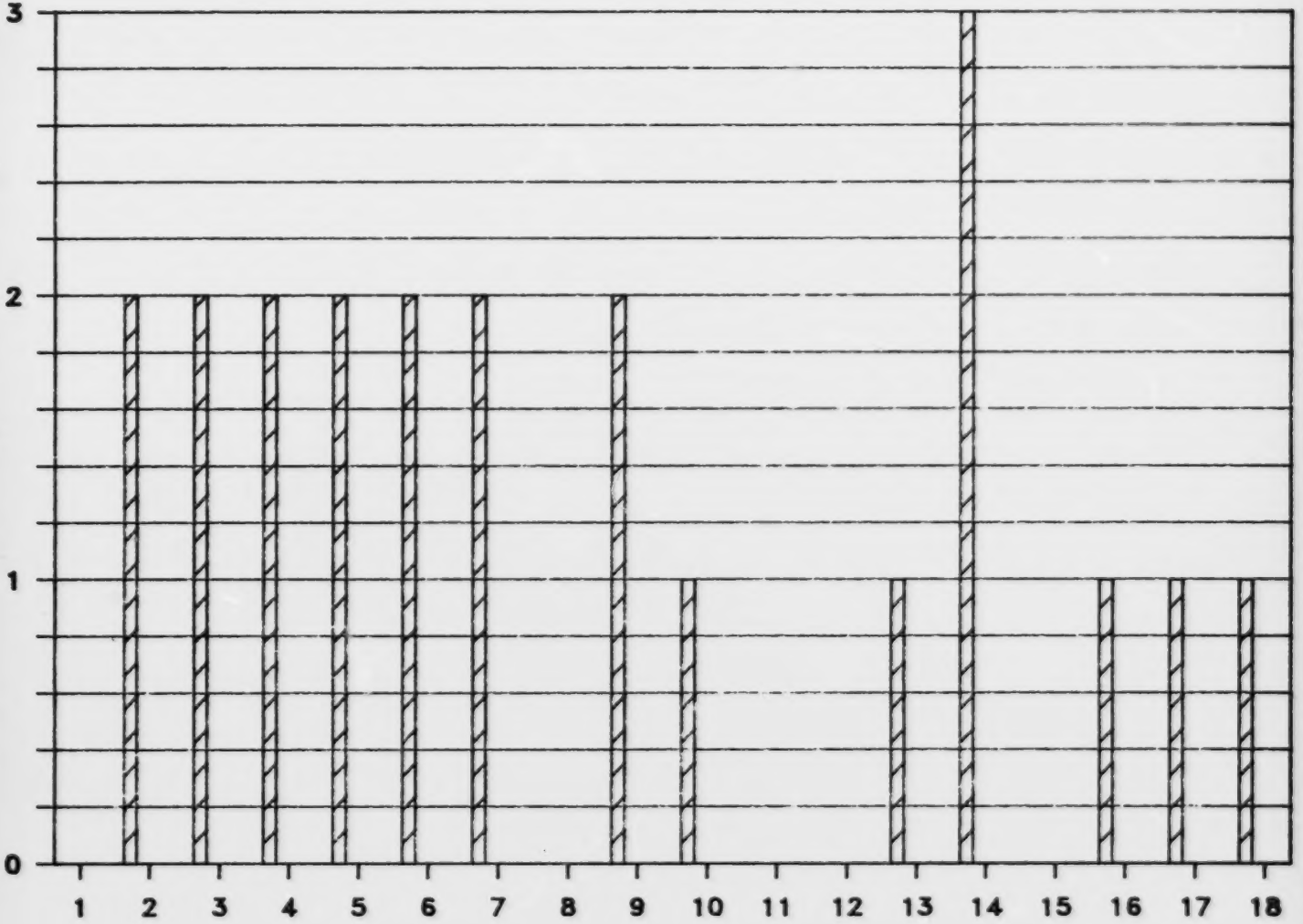
Eighteen Member Institutions

3 = Increase 2 = Unchanged 1 = Decrease

OFF–CAMPUS GRADUATE 1 CR HR PRODUCTION

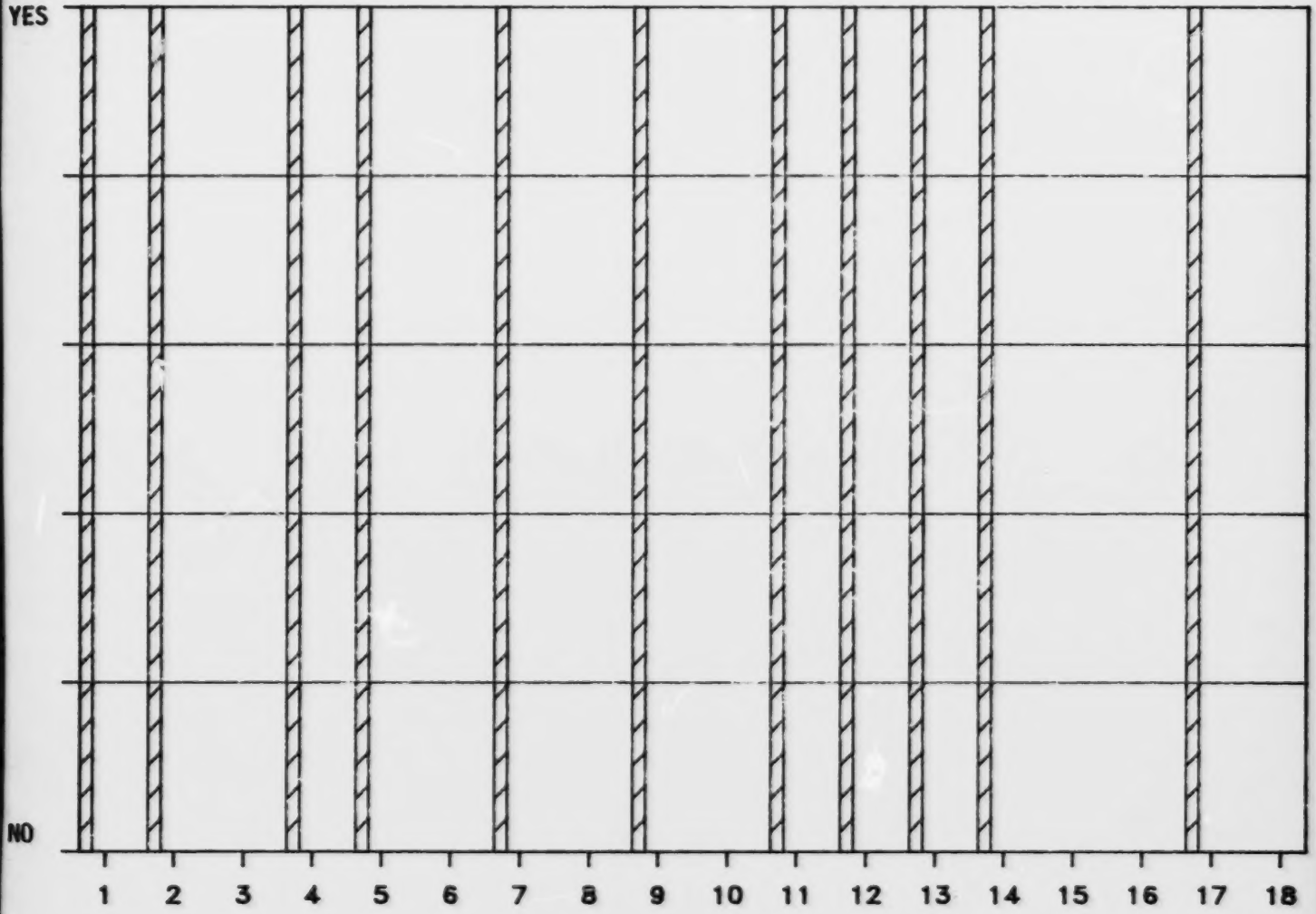


OFF–CAMPUS GRADUATE 2 CR. HR. PRODUCTION



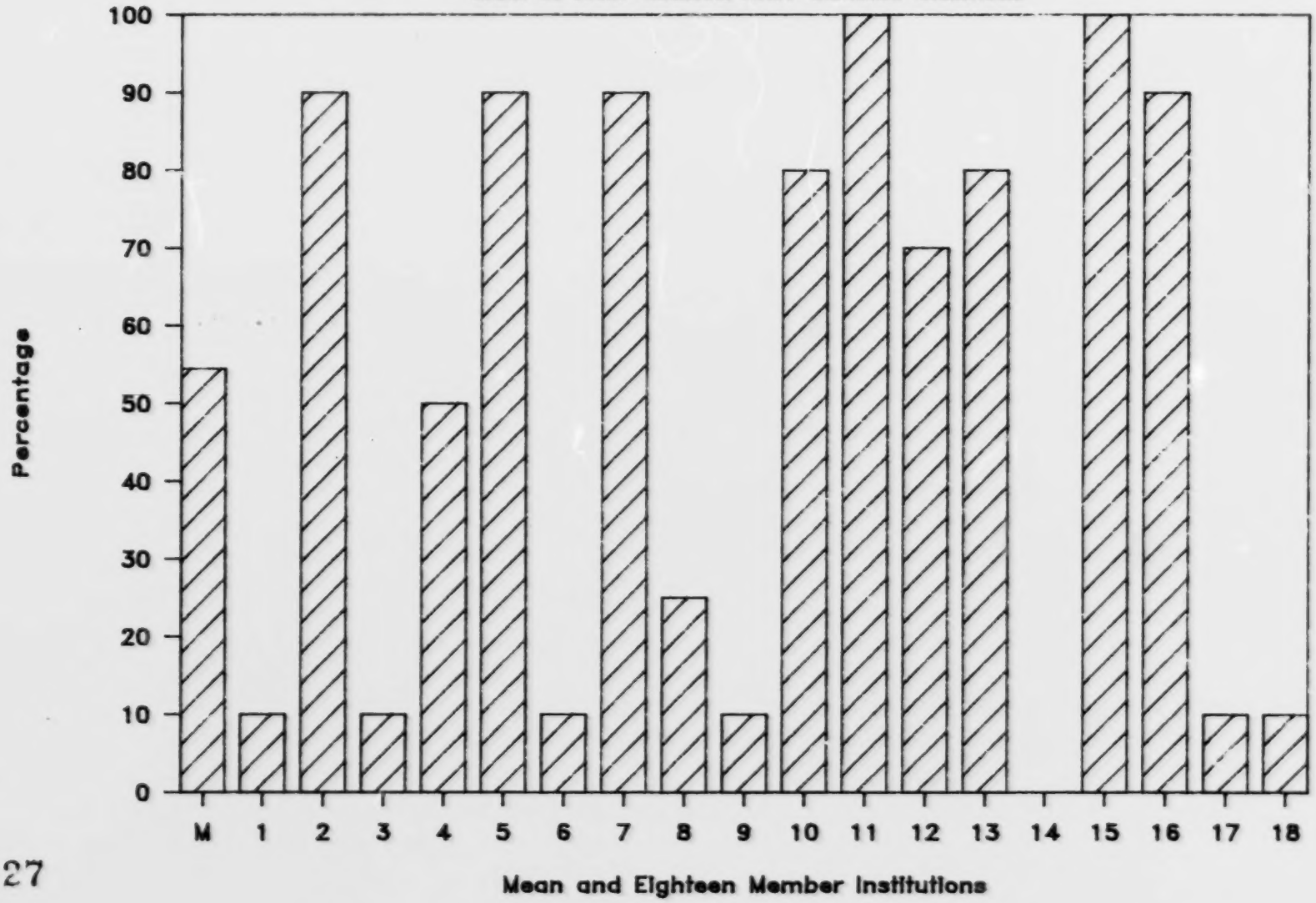
3 = Increase 2 = Unchanged 1 = Decrease

UNIV. SUPPORT OF OFF–CAMPUS INSTRUCTION



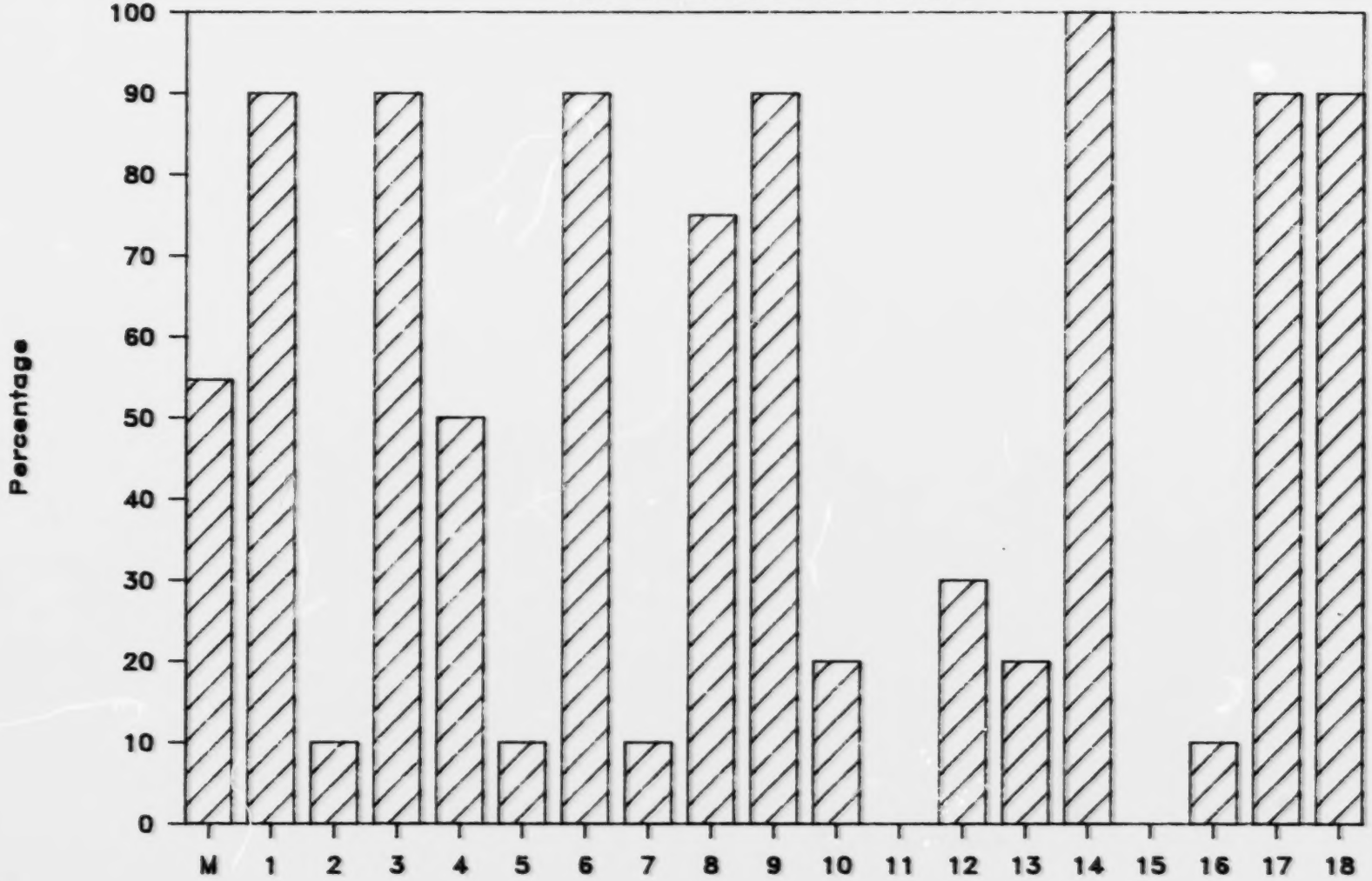
% INSERVICE PROFESSIONAL DEVELOPMENT

THAT IS NON-CREDIT/NON-DEGREE ORIENTED



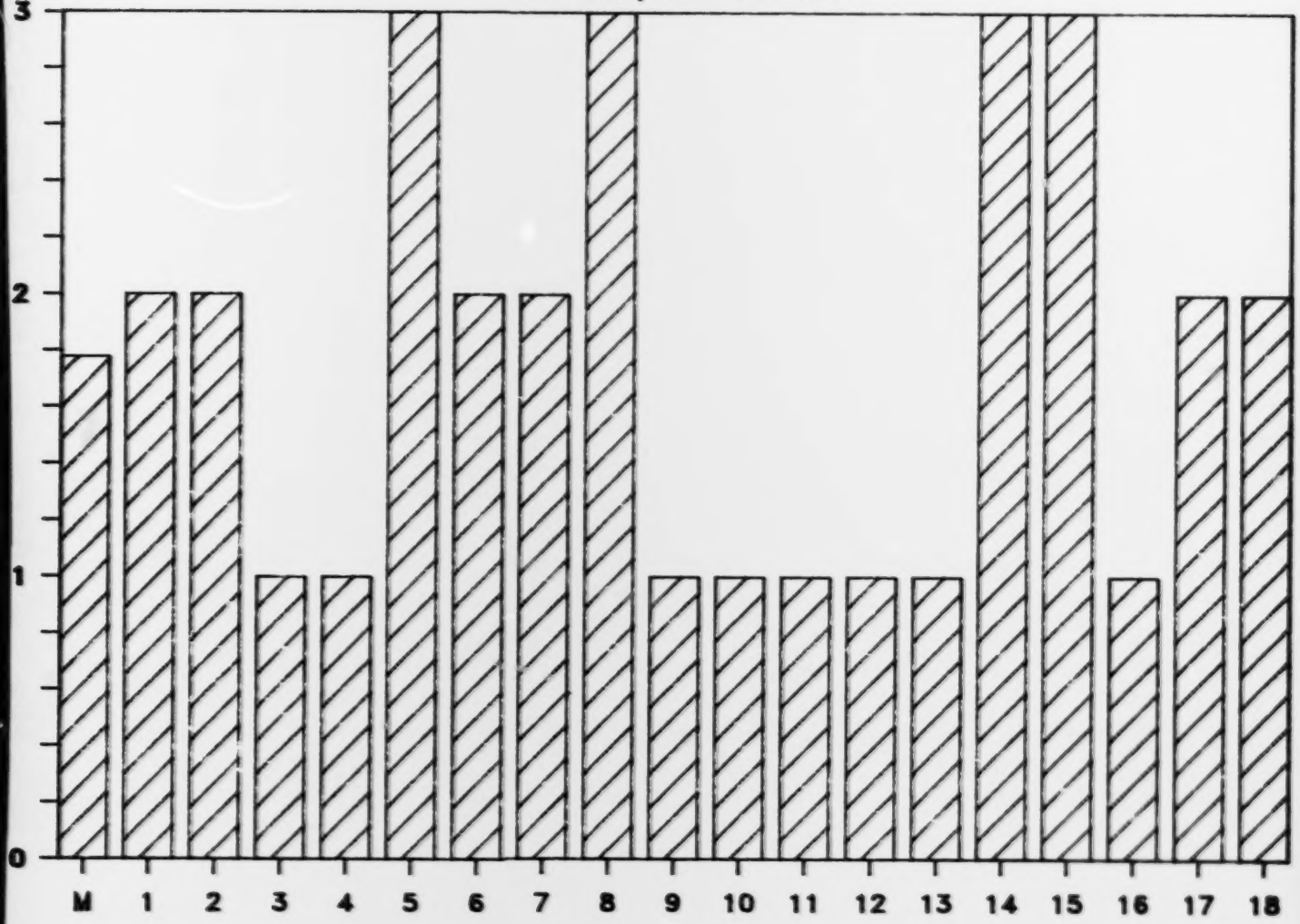
% INSERVICE PROFESSIONAL DEVELOPMENT

THAT IS CREDIT/DEGREE ORIENTED



LEVEL OF INSERVICE ACTIVITY

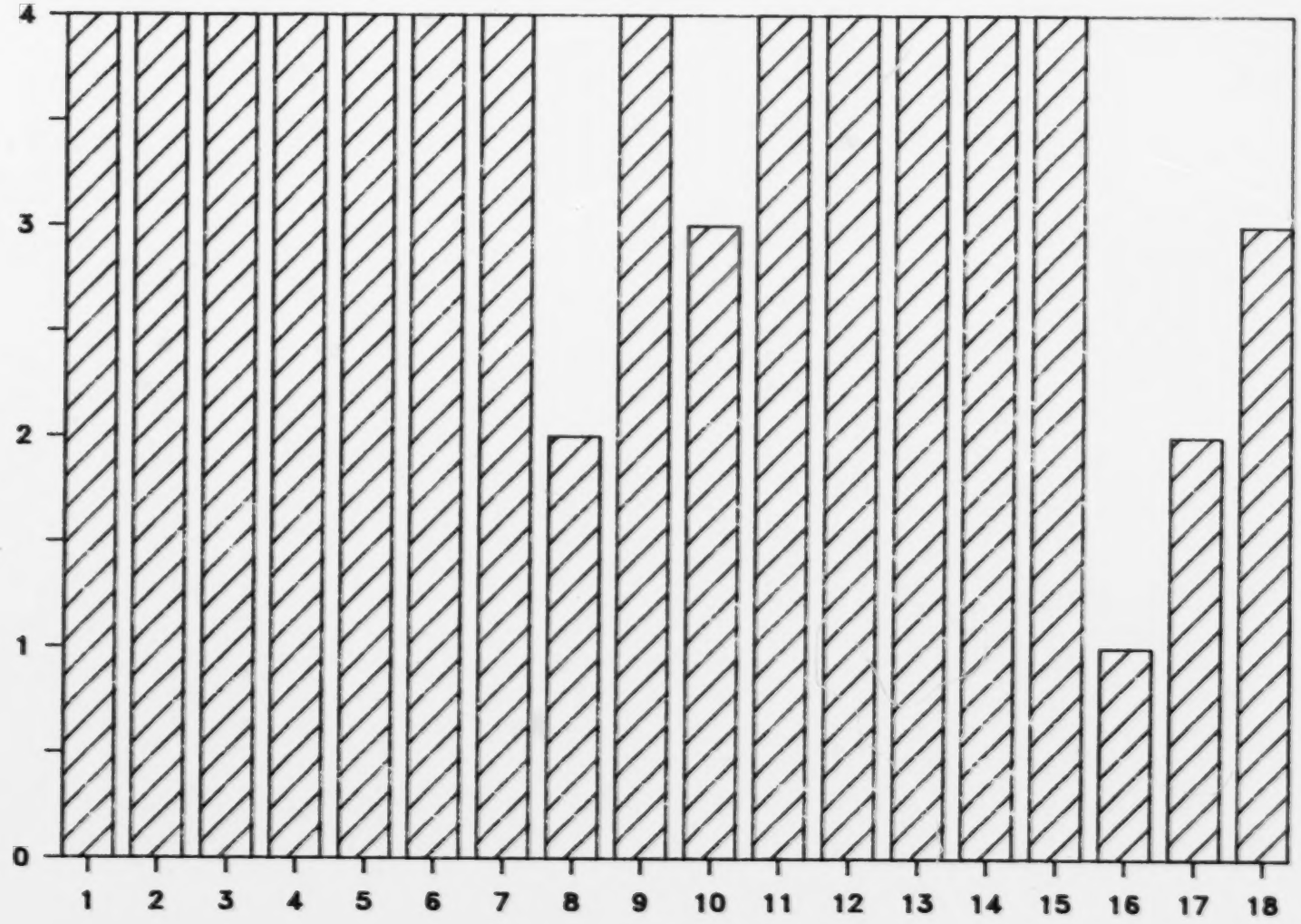
1985 Compared with 1981



Eighteen Member Institutions

3 = Increase 2 = Unchanged 1 = Decrease

UNIVERSITY VOC. EDUC. ADMIN. STRUCTURE



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4 = Separate entity providing undergraduate and graduate courses

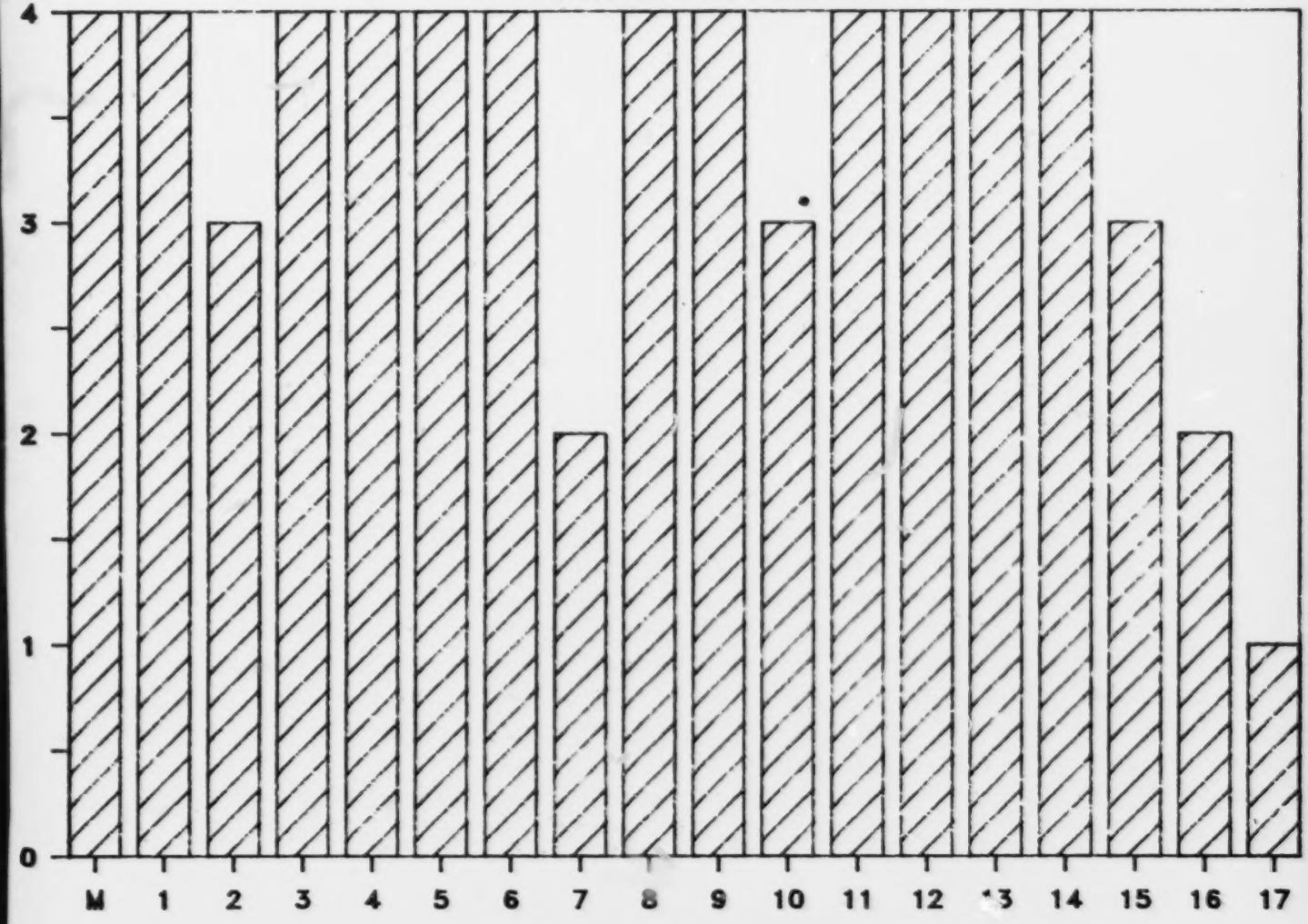
3 = Undergraduate programs in discipline; graduate programs in one college

2 = Programs in discipline, graduate programs in coordinated unit

1 = Separate graduate school

COLLEGE AFFILIATION OF VOCATIONAL

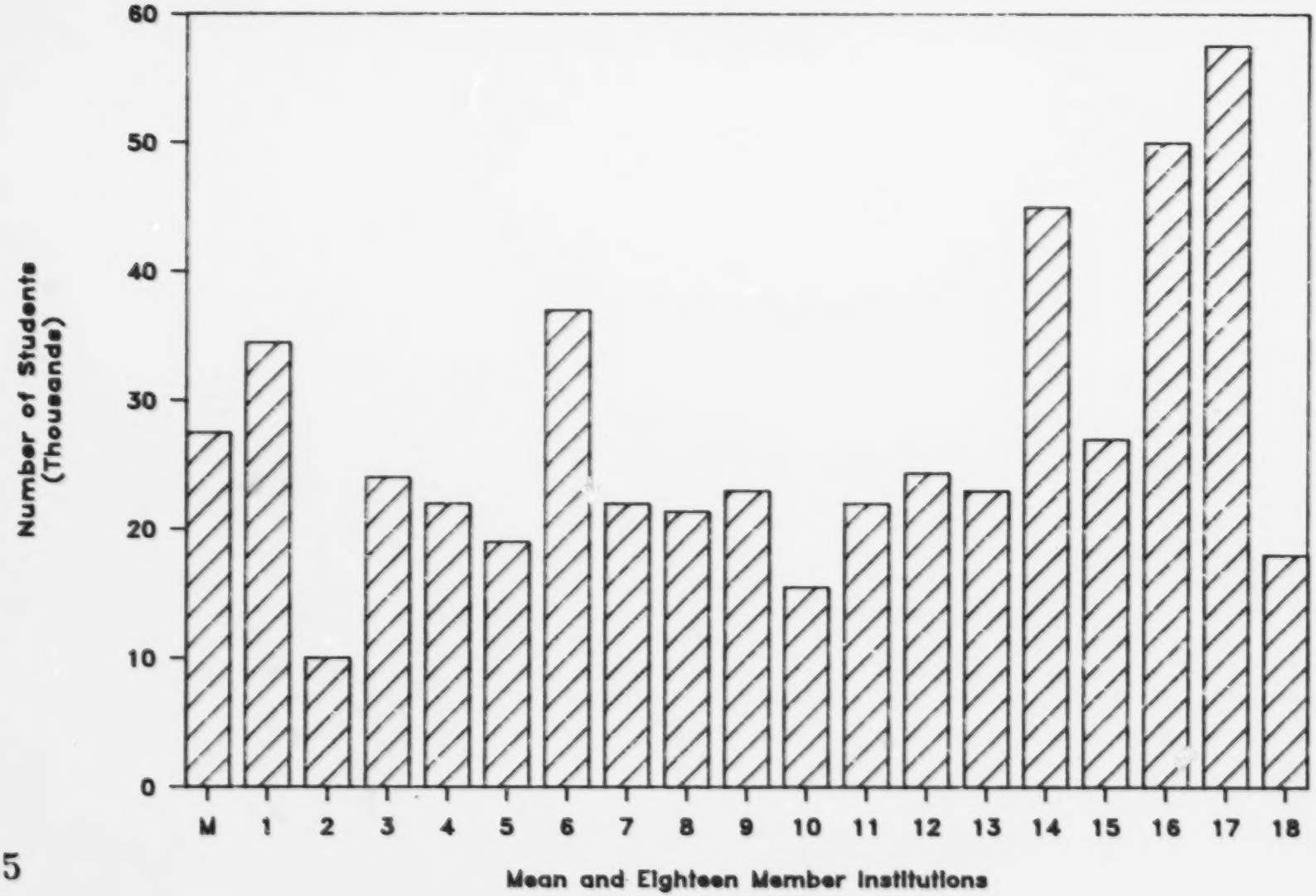
EDUCATION GRADUATE PROGRAM



Eighteen Member Institutions

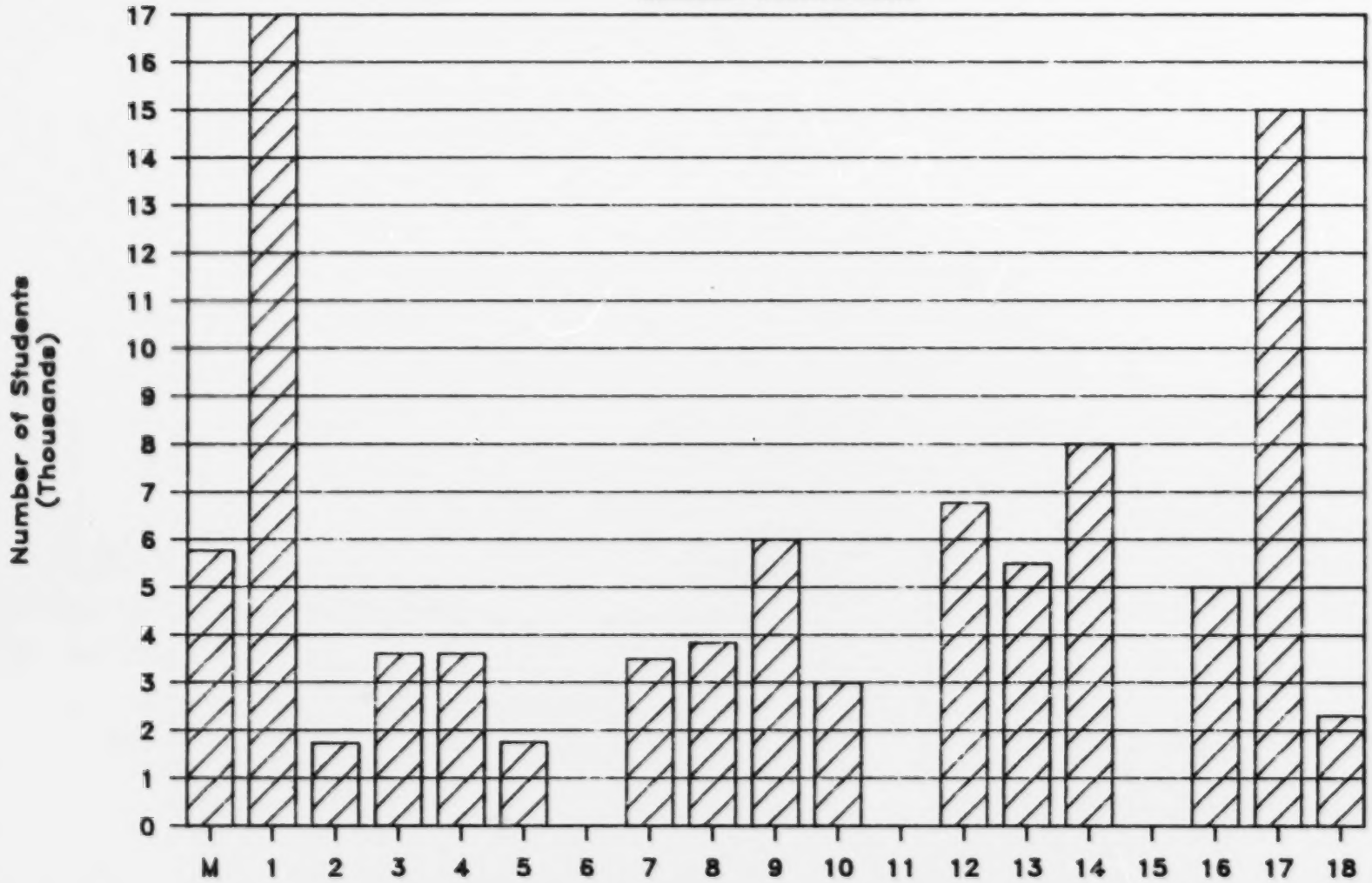
4 = College of education 3 = School of education 2 = More than one college 1 = Other

TOTAL ENROLLMENT IN MEMBER INSTITUTIONS



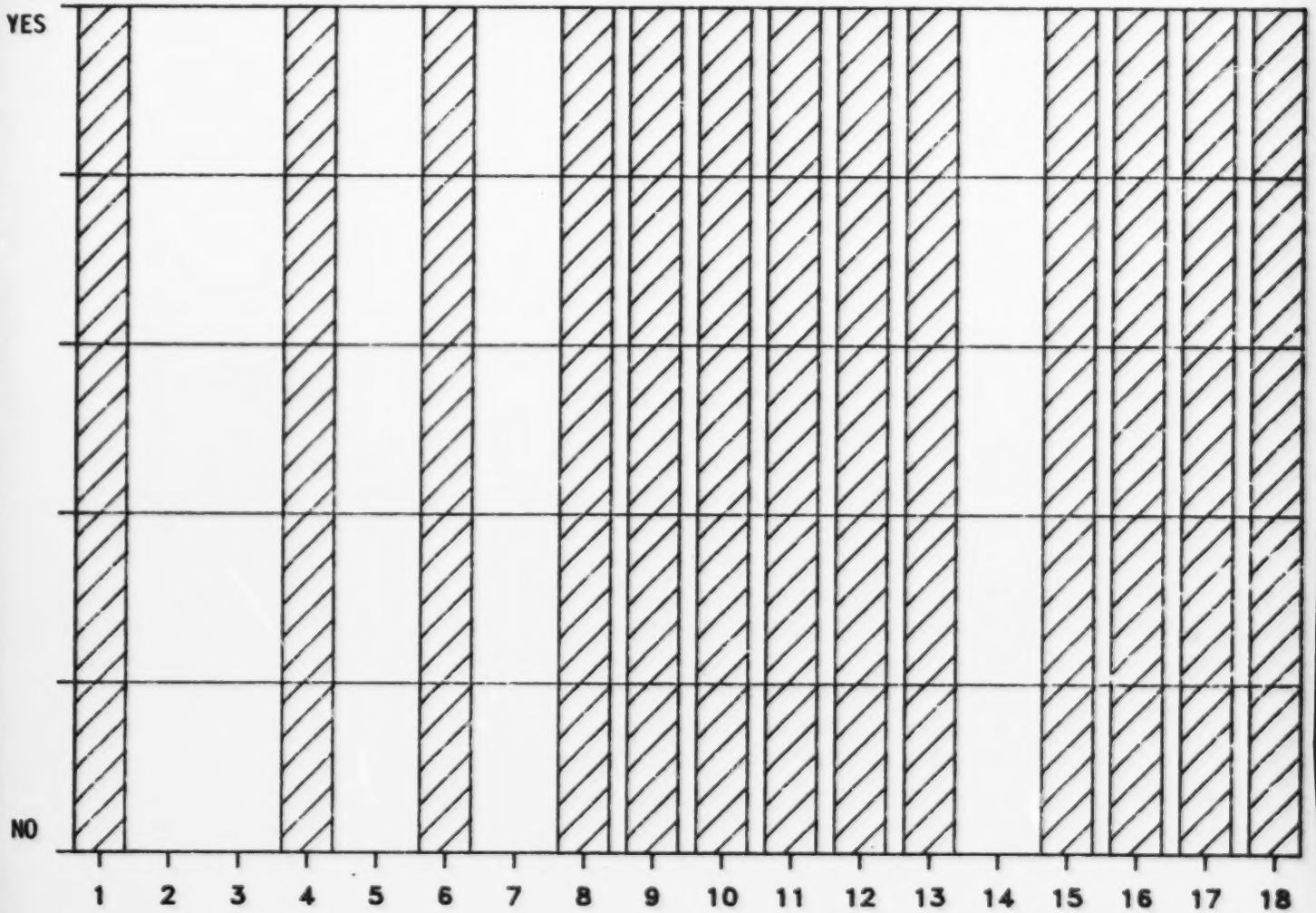
GRADUATE ENROLLMENT IN

MEMBER INSTITUTIONS

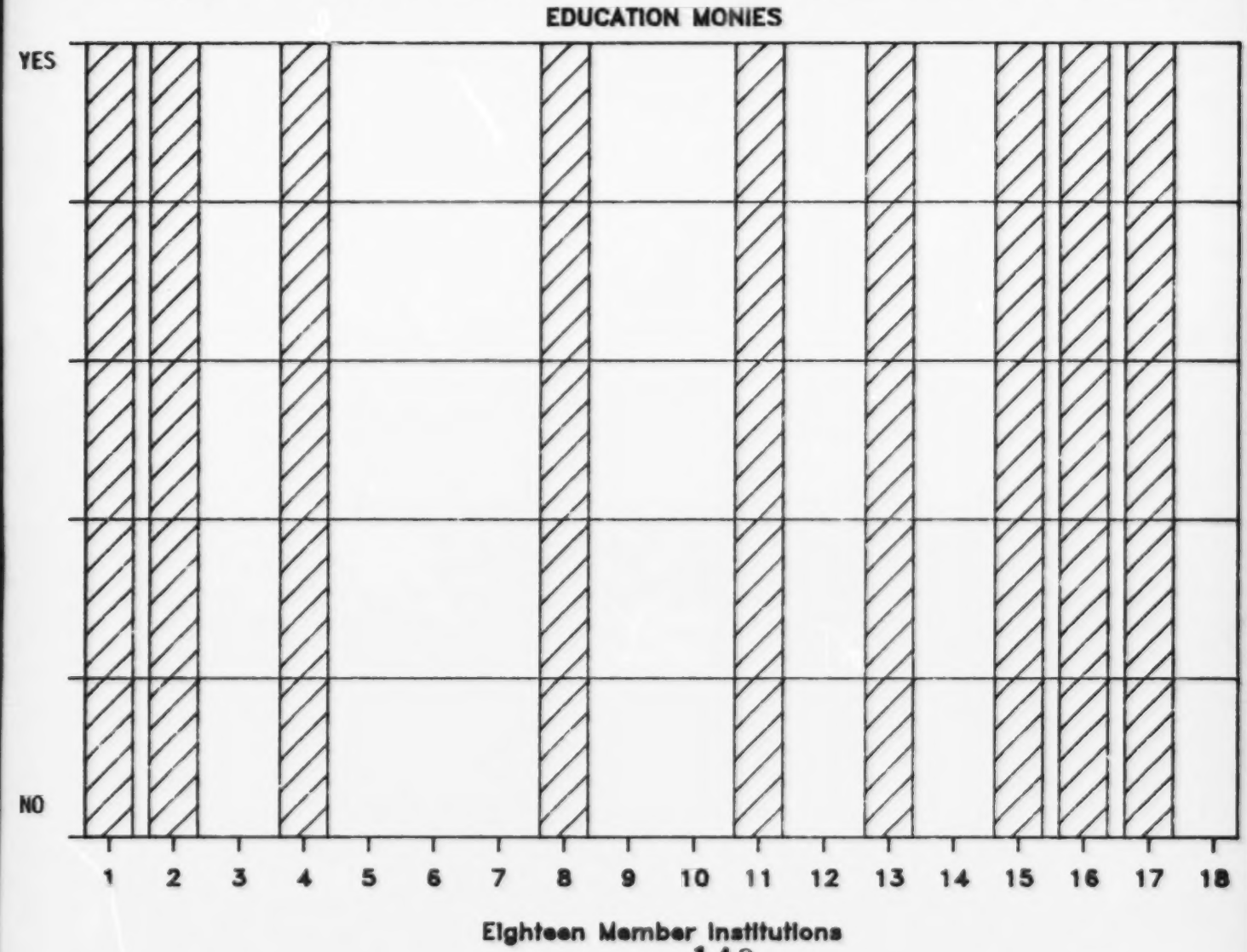


INSTITUTIONS RECEIVING FEDERAL

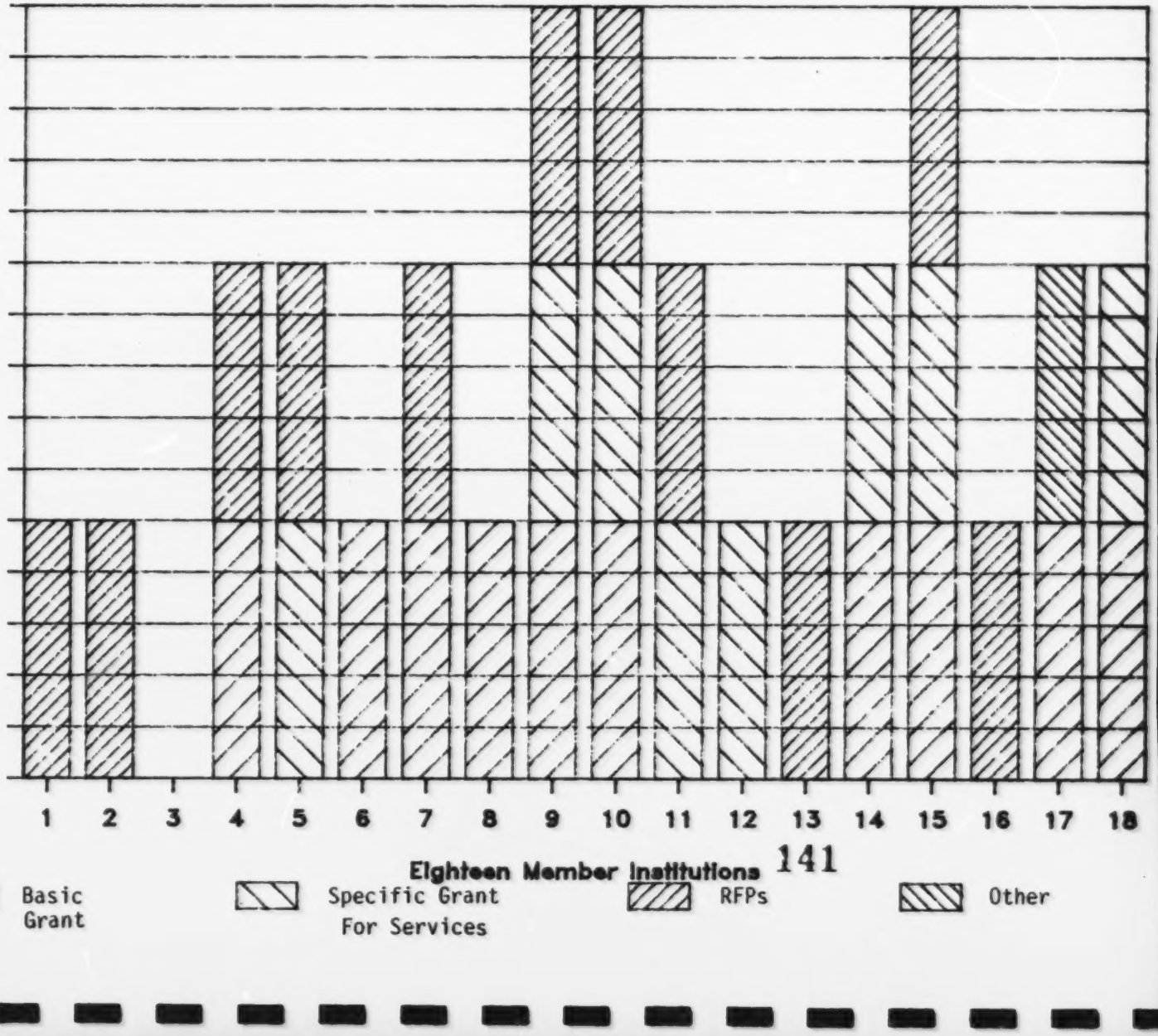
VOCATIONAL EDUCATION MONIES



INSTITUTIONS RECEIVING STATE VOCATIONAL

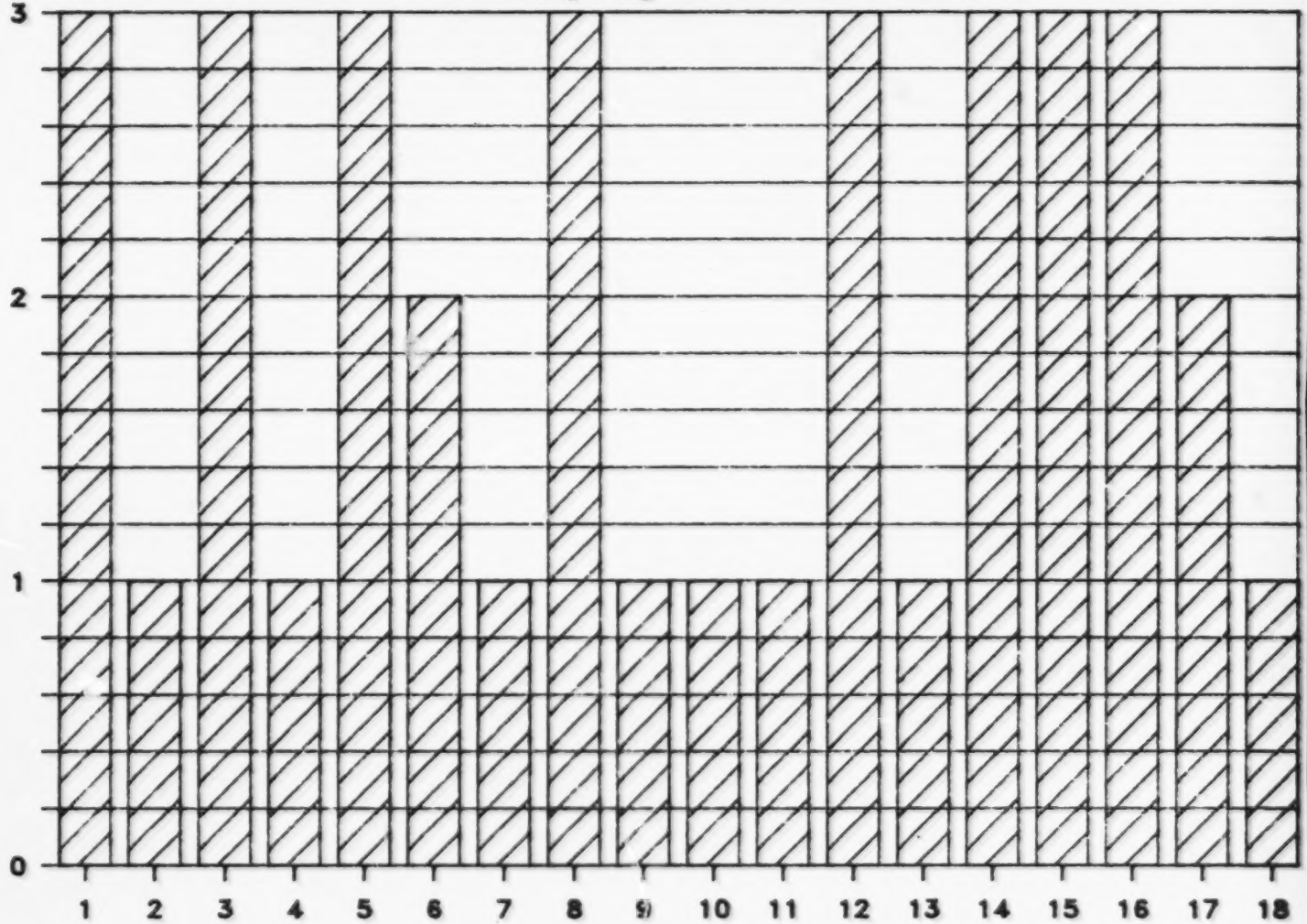


METHODS OF ALLOCATION OF VOC. EDUC.


MONIES FROM STATE AGENCY
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
Eighteen Member Institutions
Basic Grant
Specific Grant For Services
RFPs
Other

LEVEL OF UNIVERSITY FINANCIAL SUPPORT

Comparing 1985 to 1981

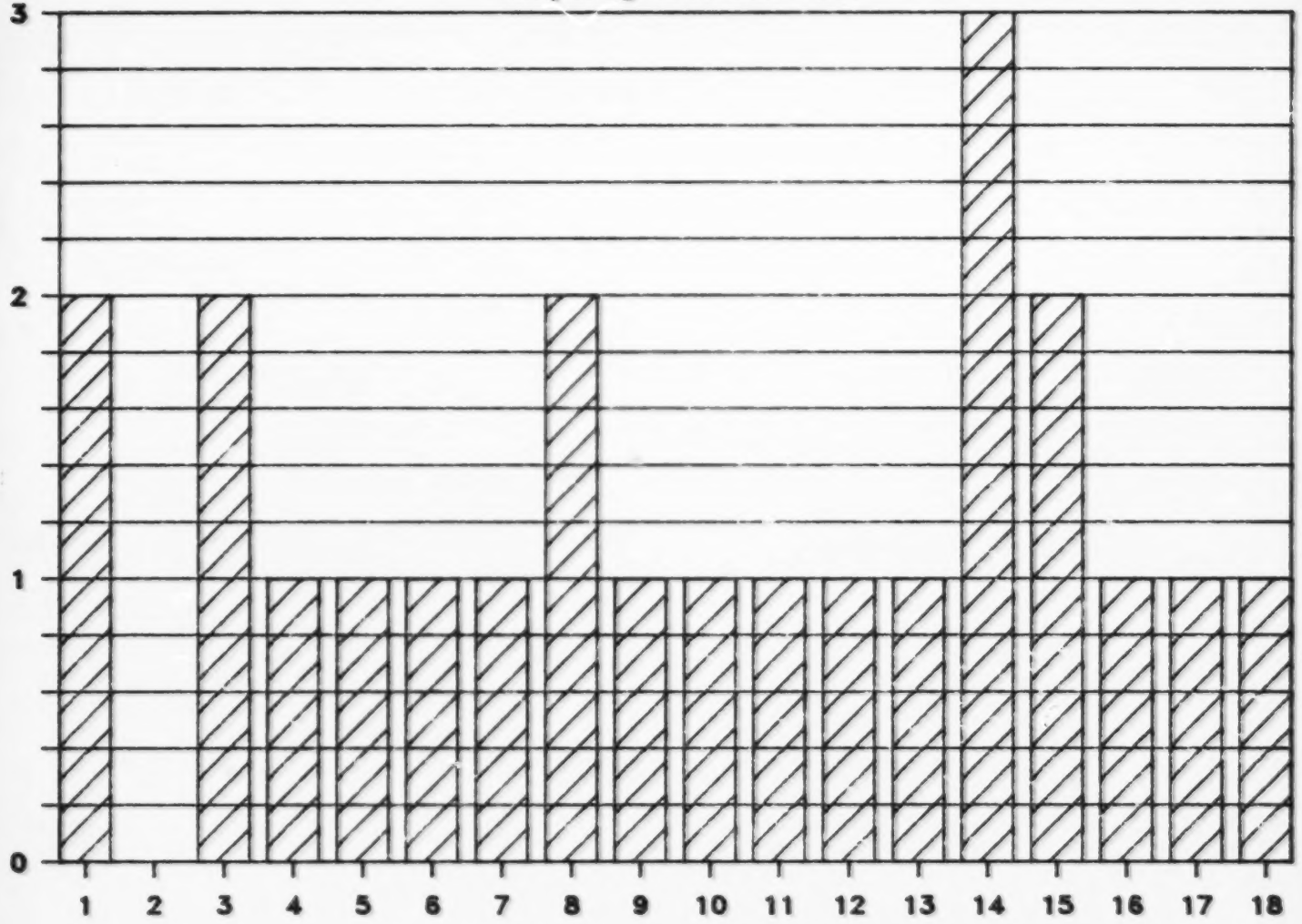


Eighteen Member Institutions

3 = Increase 2 = Unchanged 1 = Decrease

STATE VOC EDUC FINANCIAL SUPPORT LEVEL

Comparing 1985 with 1981

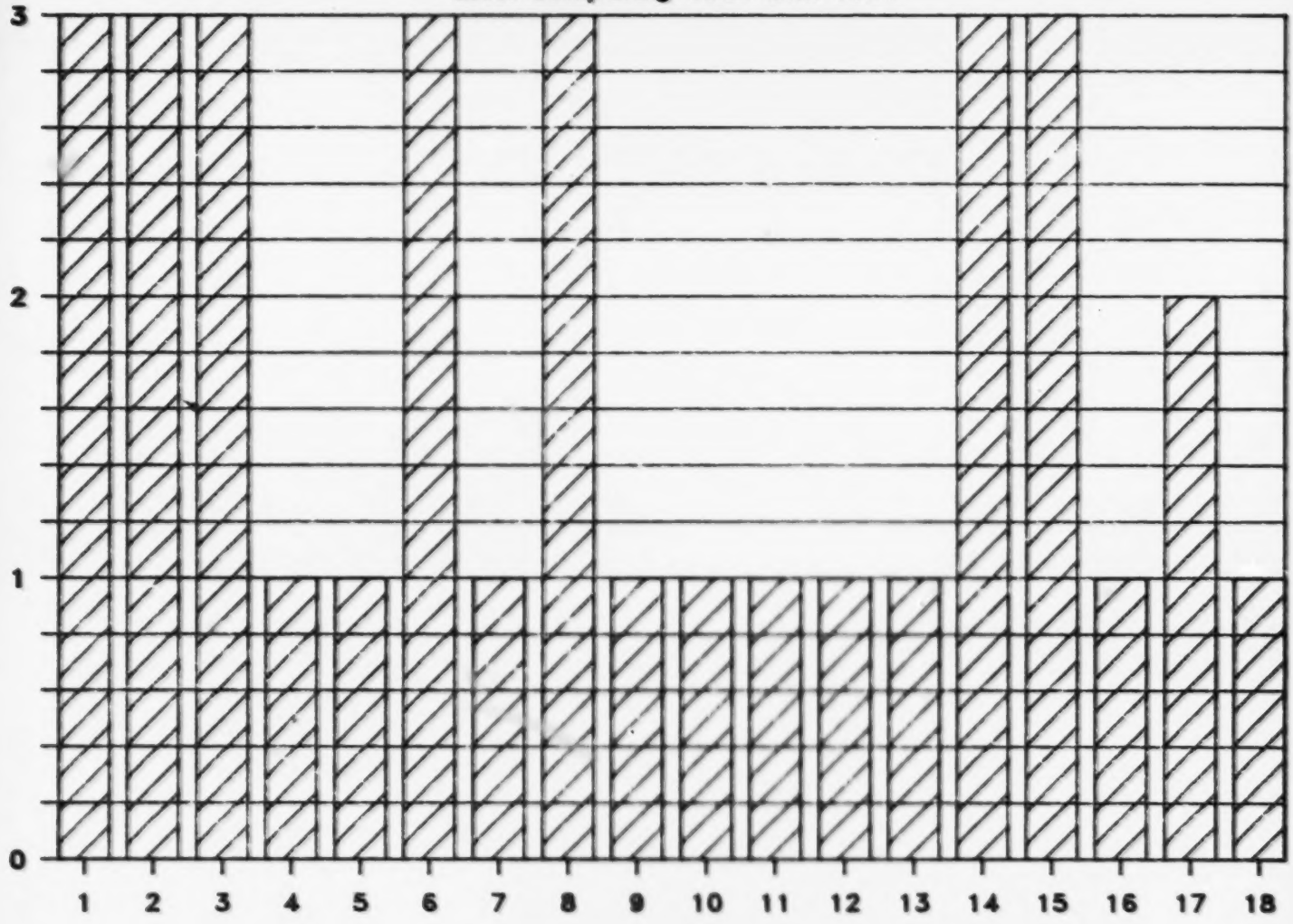


Eighteen Member Institutions

3 = Increase 2 = Unchanged 1 = Decrease

RESEARCH CONTRACT/GRANT FIN. SUPPORT

Level Comparing 1985 with 1981

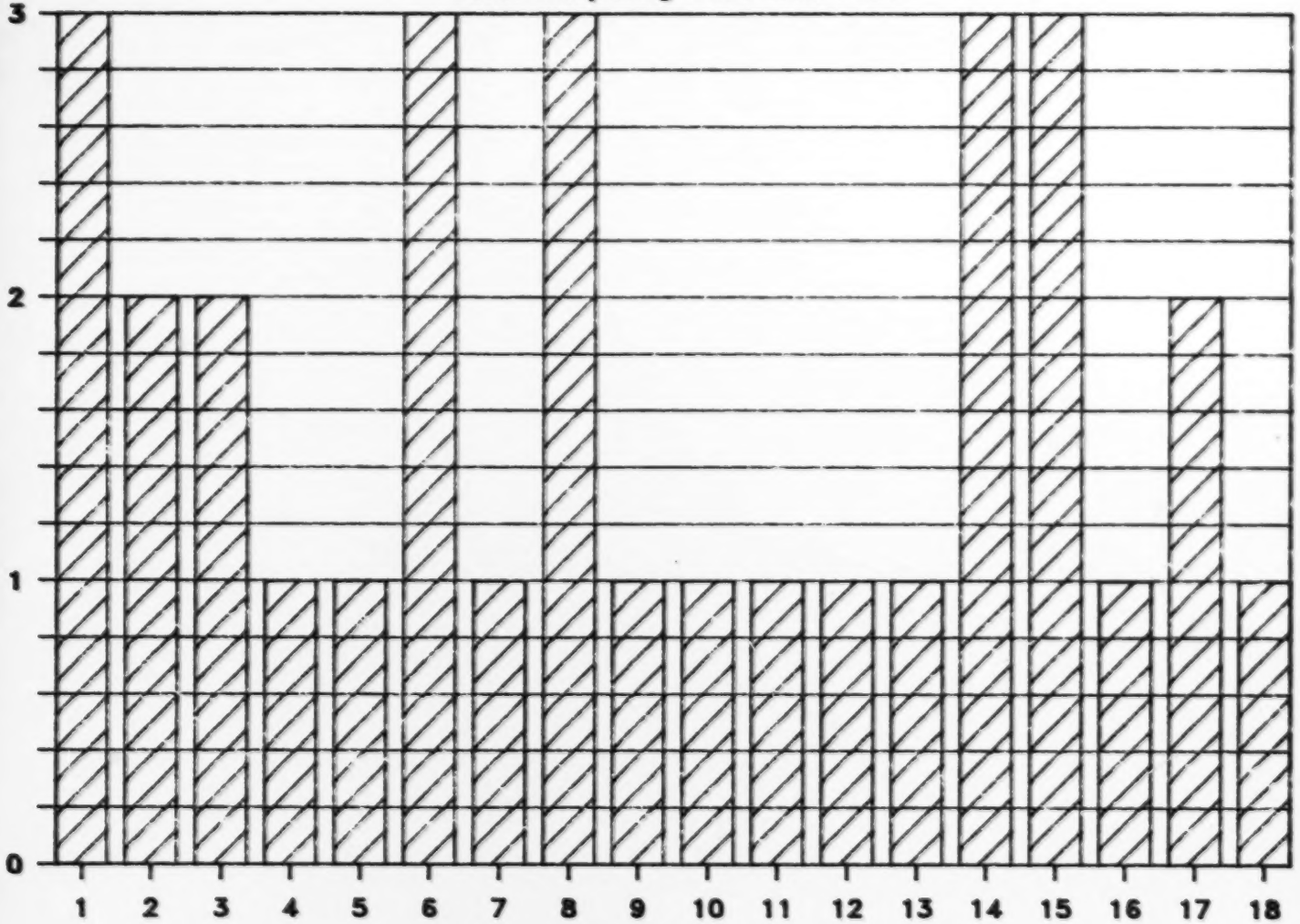


Eighteen Member Institutions

3 = Increase 2 = Unchanged 1 = Decrease

FIN.SUPPORT OTHER THAN RESEARCH/GRANTS

Level Comparing 1985 with 1981

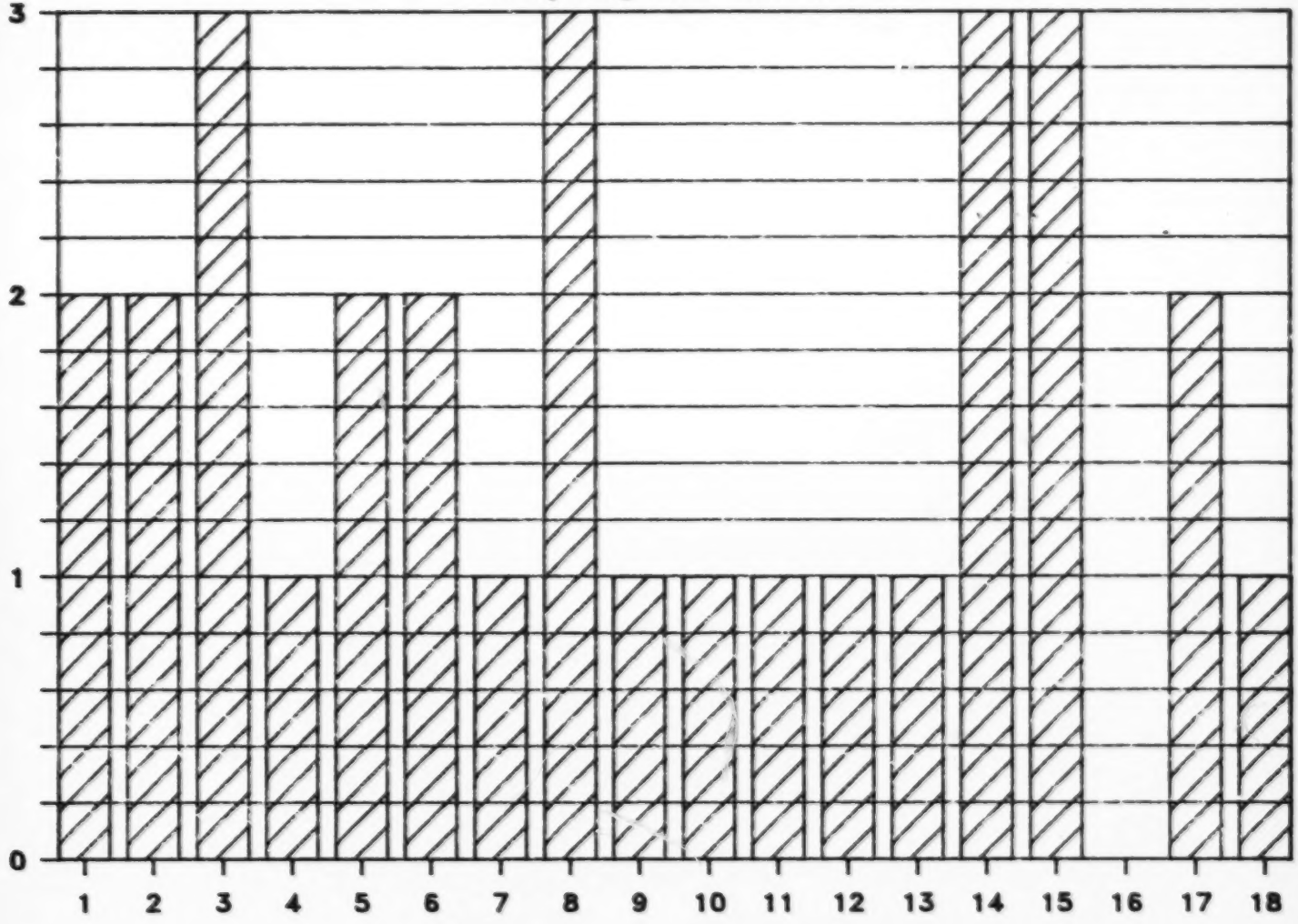


Eighteen Member Institutions

3 = Increase 2 = Unchanged 1 = Decrease

LEVEL OF TOTAL FIN. SUPPORT FOR UNIT

Comparing 1985 with 1981

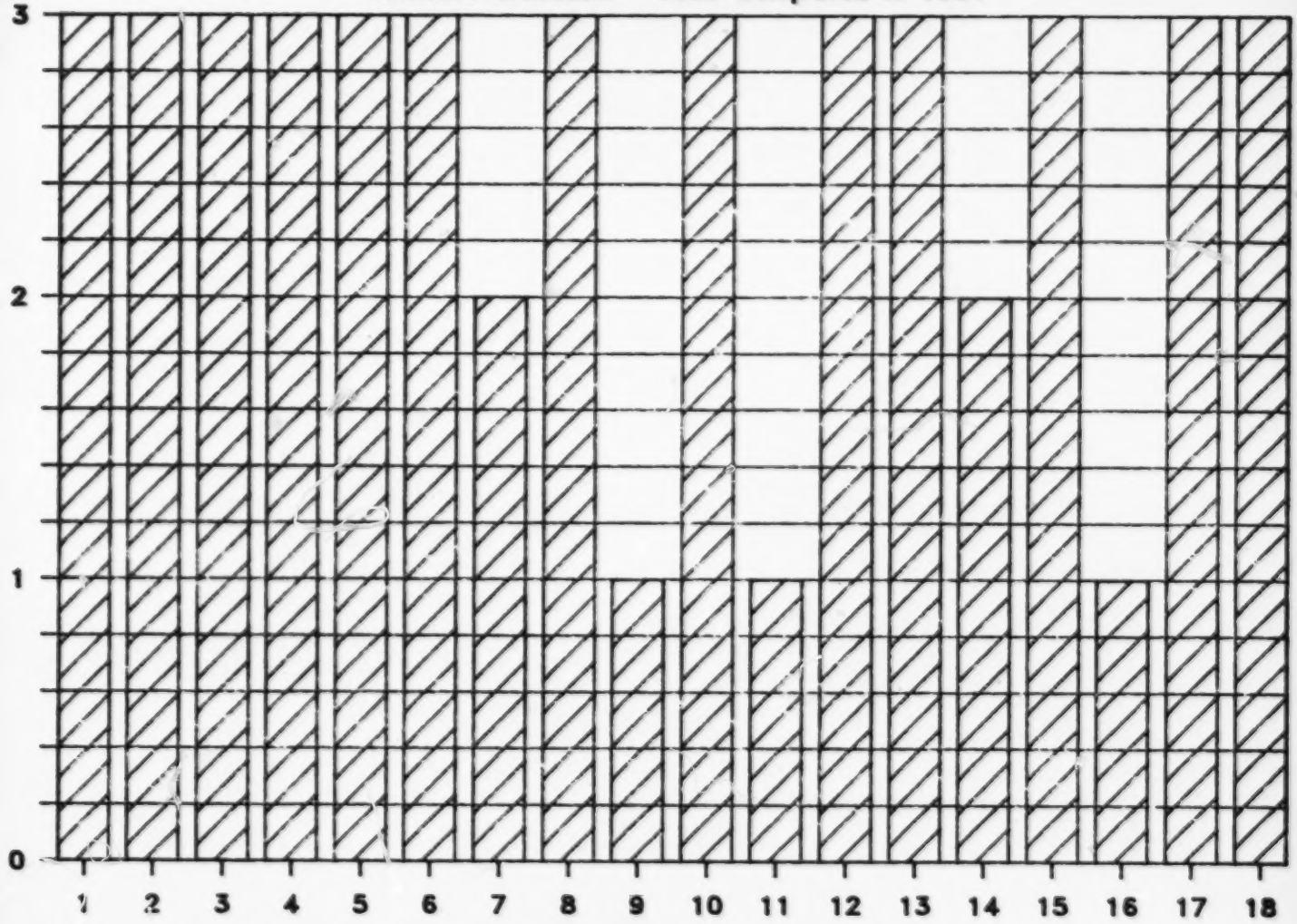


Eighteen Member Institutions

3 = Increase 2 = Unchanged 1 = Decrease

% OF TOTAL BUDGET ALLOCATED TO

FACULTY SALARIES--1985 Compared to 1981

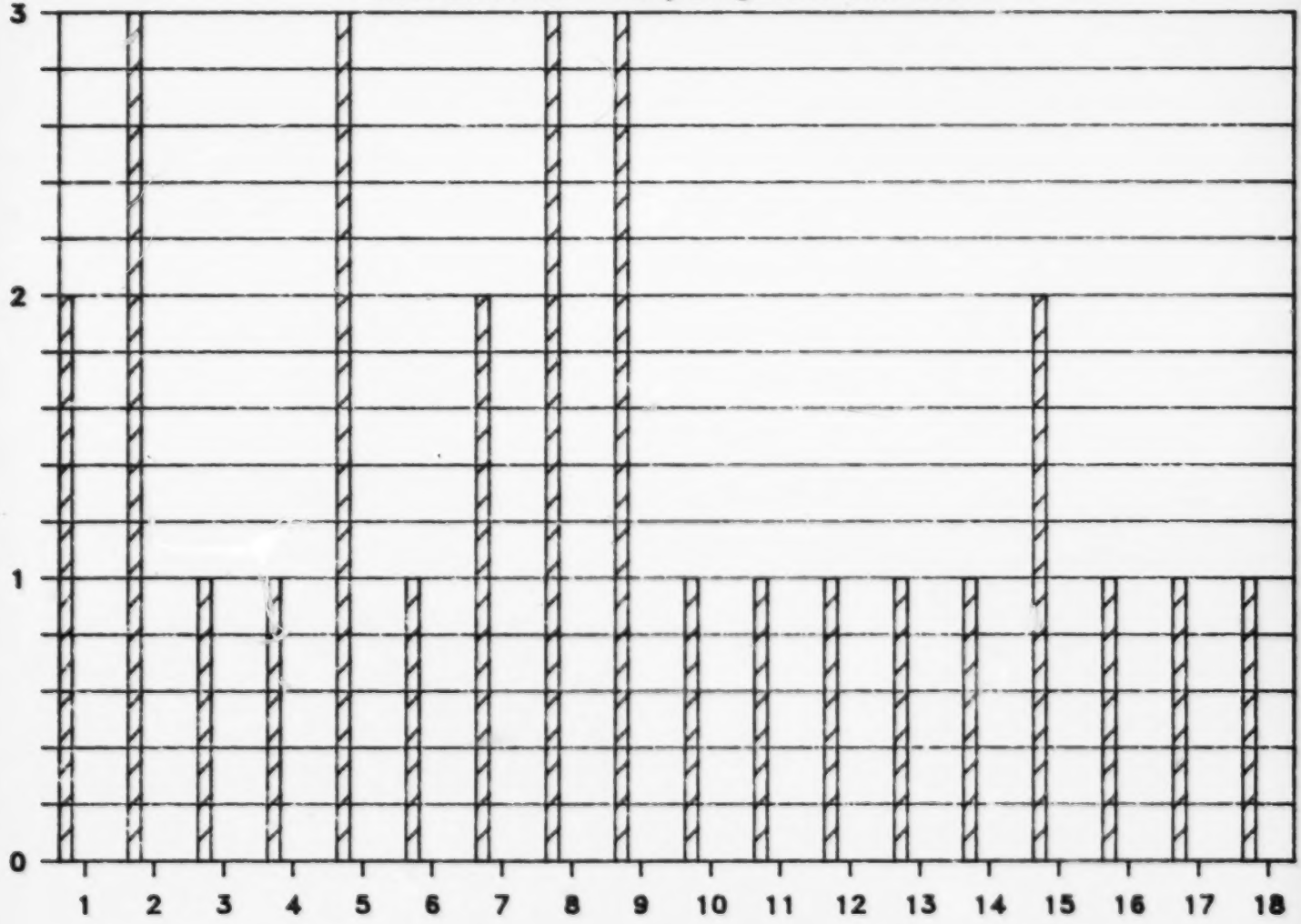


Eighteen Member Institutions

3 = Increase 2 = Unchanged 1 = Decrease

% TOTAL BUDGET ALLOCATED TO MATERIALS

AND SUPPLIES--Comparing 1985 with 1981

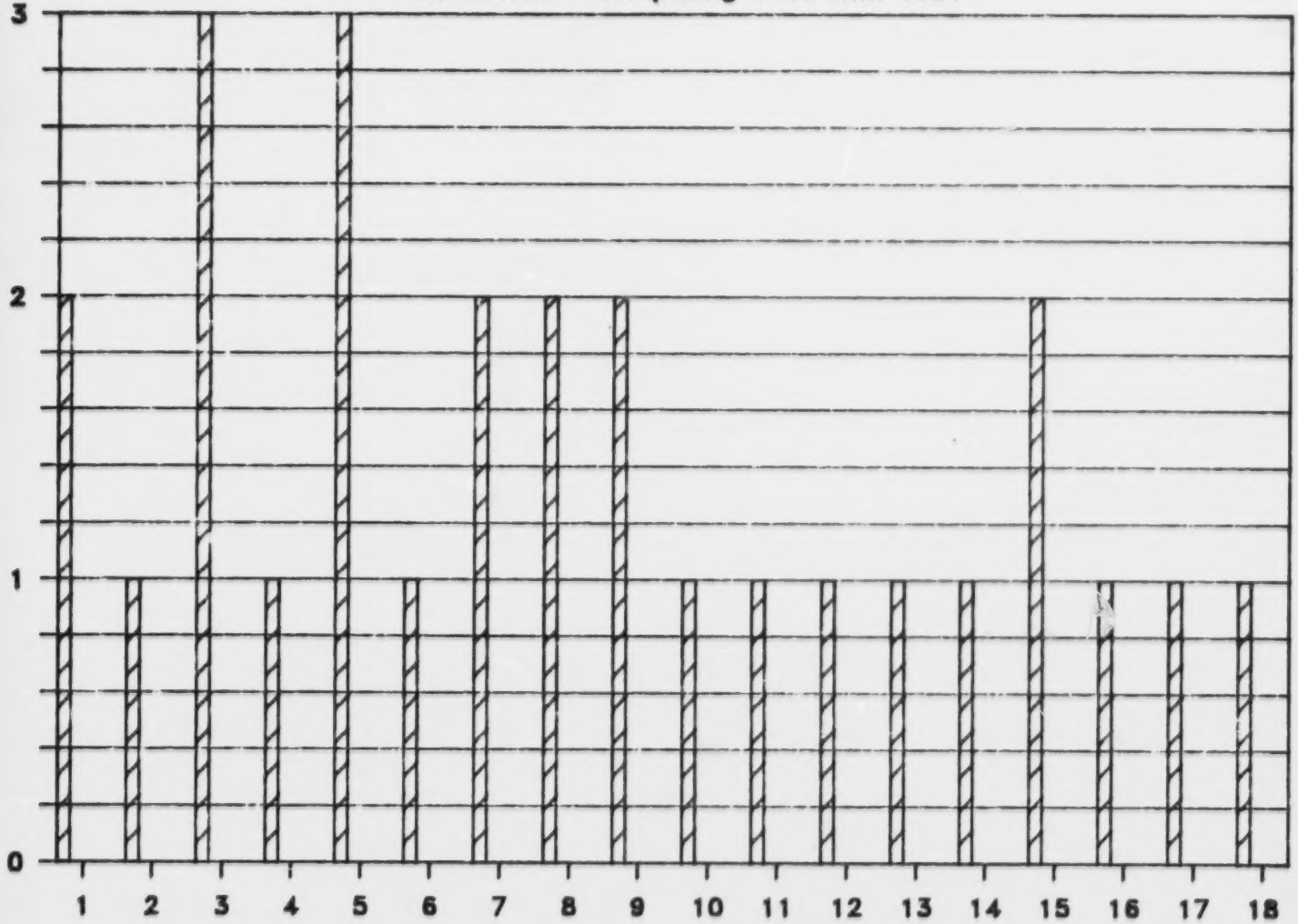


Mean and Eighteen Member Schools

3 = Increase 2 = Unchanged 1 = Decrease

% TOTAL BUDGET ALLOCATED TO EQUIPMENT

ACQUISITION--Comparing 1985 with 1981

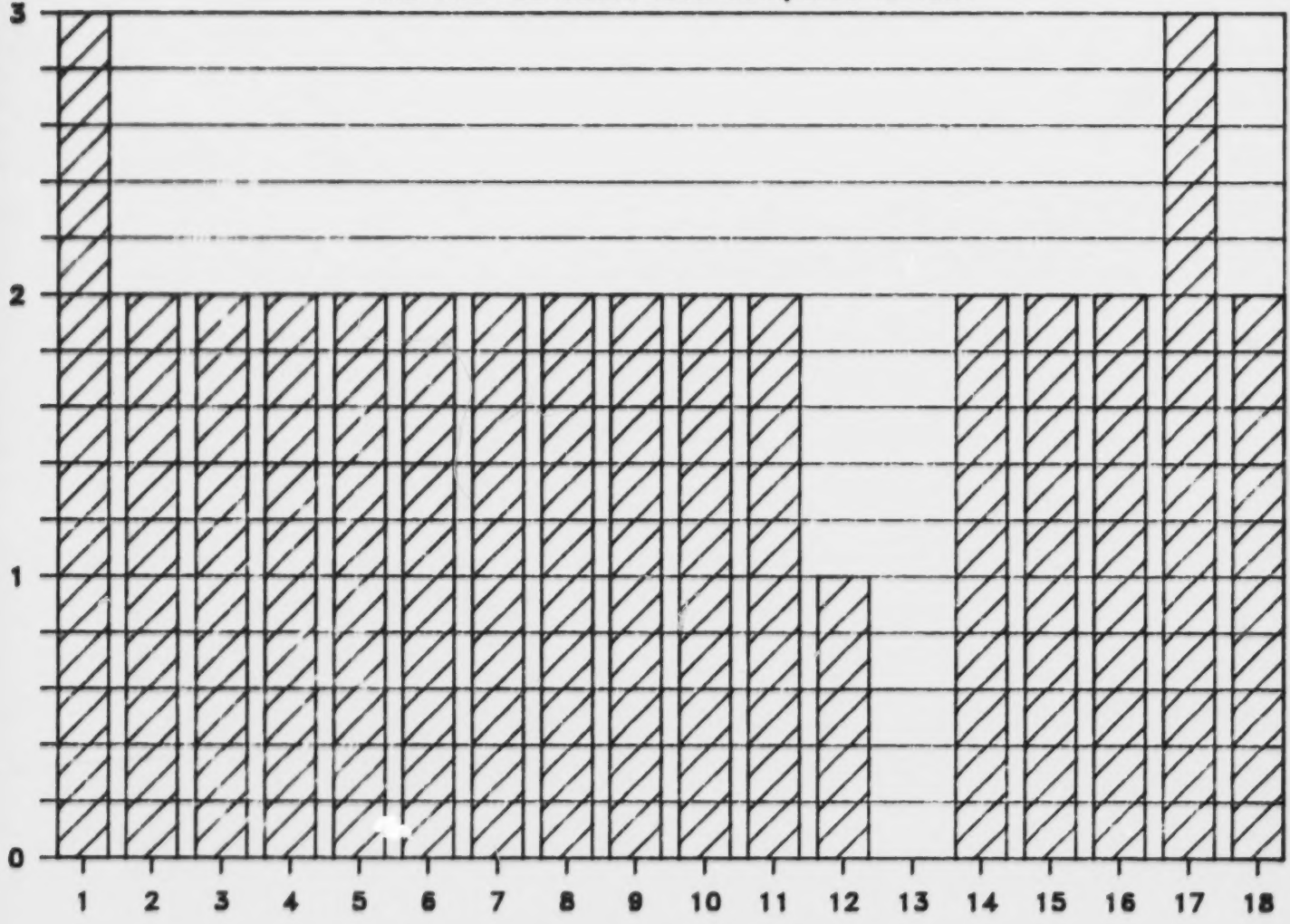


Mean and Eighteen Member Schools

3 = Increase 2 = Unchanged 1 = Decrease

% TOTAL BUDGET ALLOCATED TO SABBATICALS

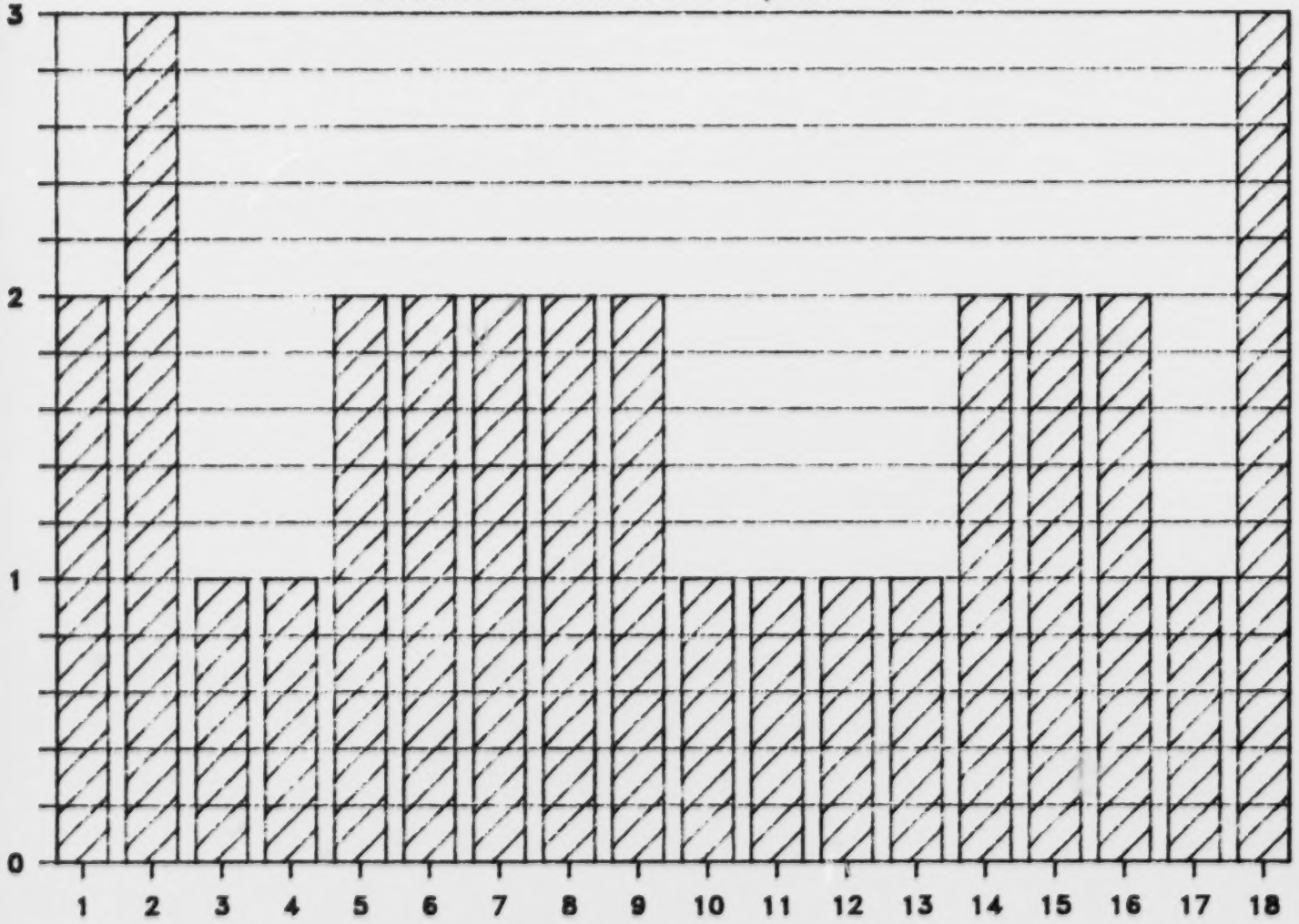
AND PROF DEVELOP/1985 Compared to 1981



3 = Increase 2 = Unchanged 1 = Decrease

% TOTAL BUDGET ALLOC. TO GTAs/GRAD.

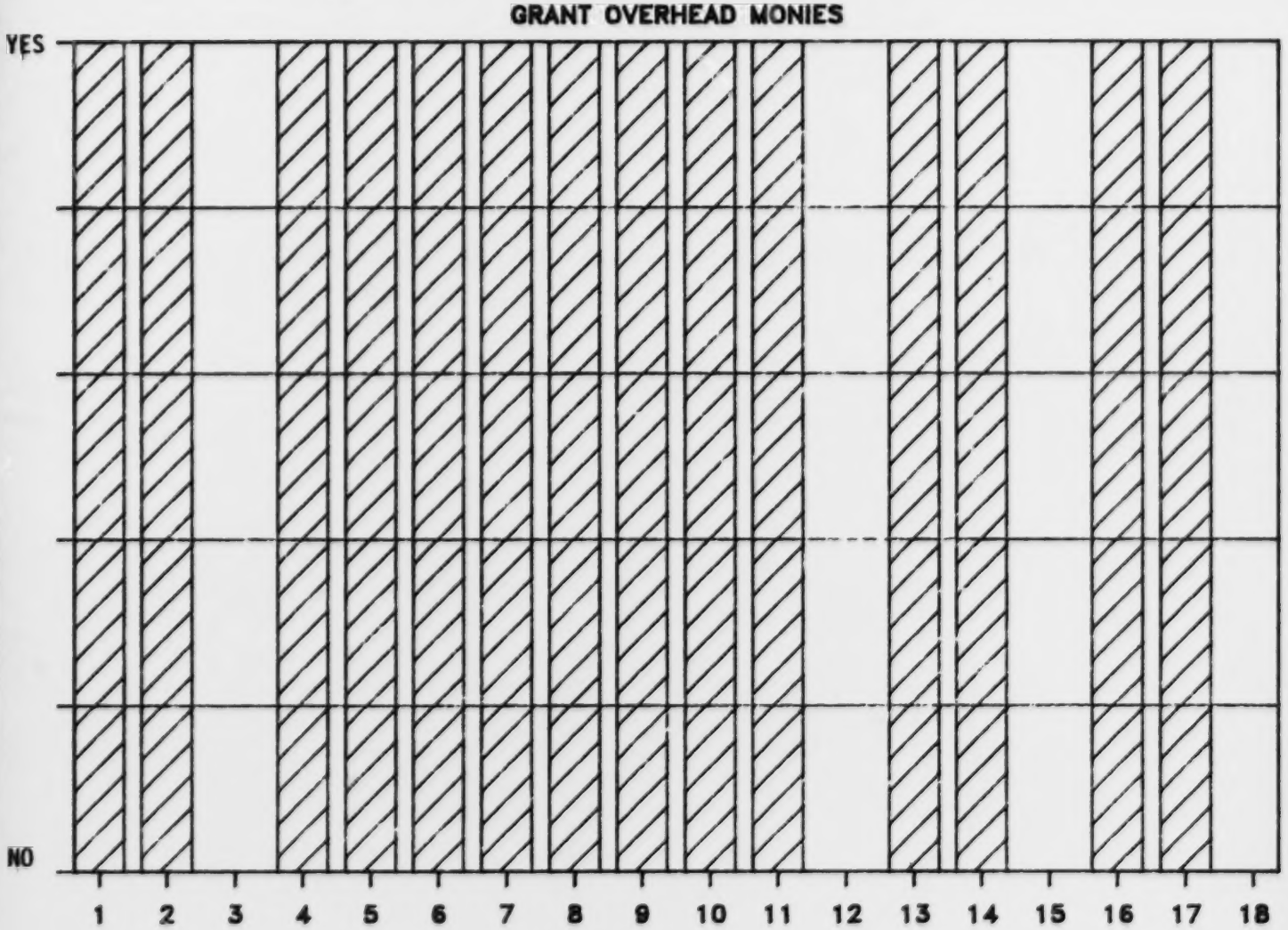
STUDENT SUPPORT/1985 Compared with 1981



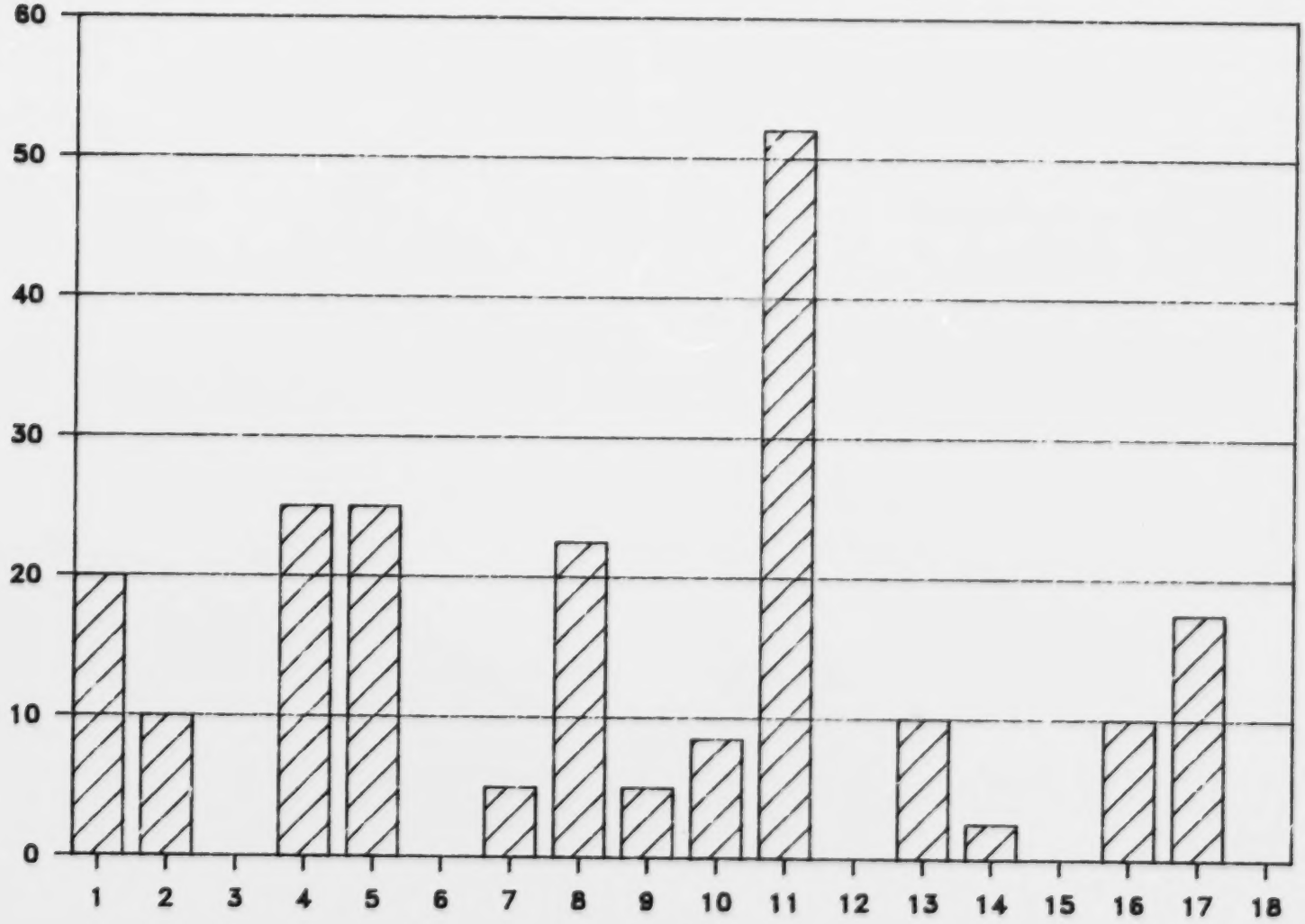
Eighteen Member Institutions

3 = Increase 2 = Unchanged 1 = Decrease

UNIT SHARING CONTRACT AND



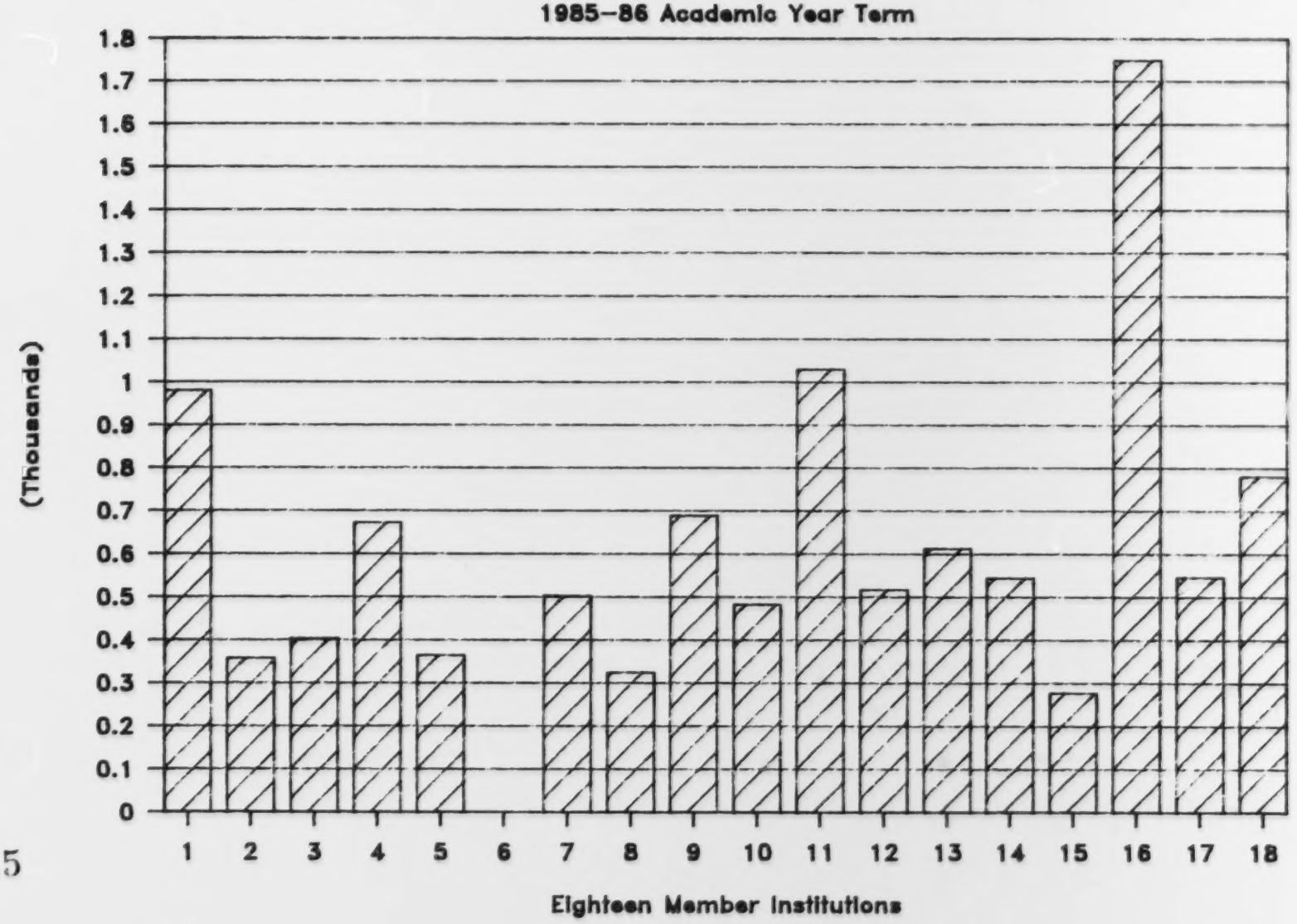
% OF OVERHEAD MONIES RETURNED TO UNIT



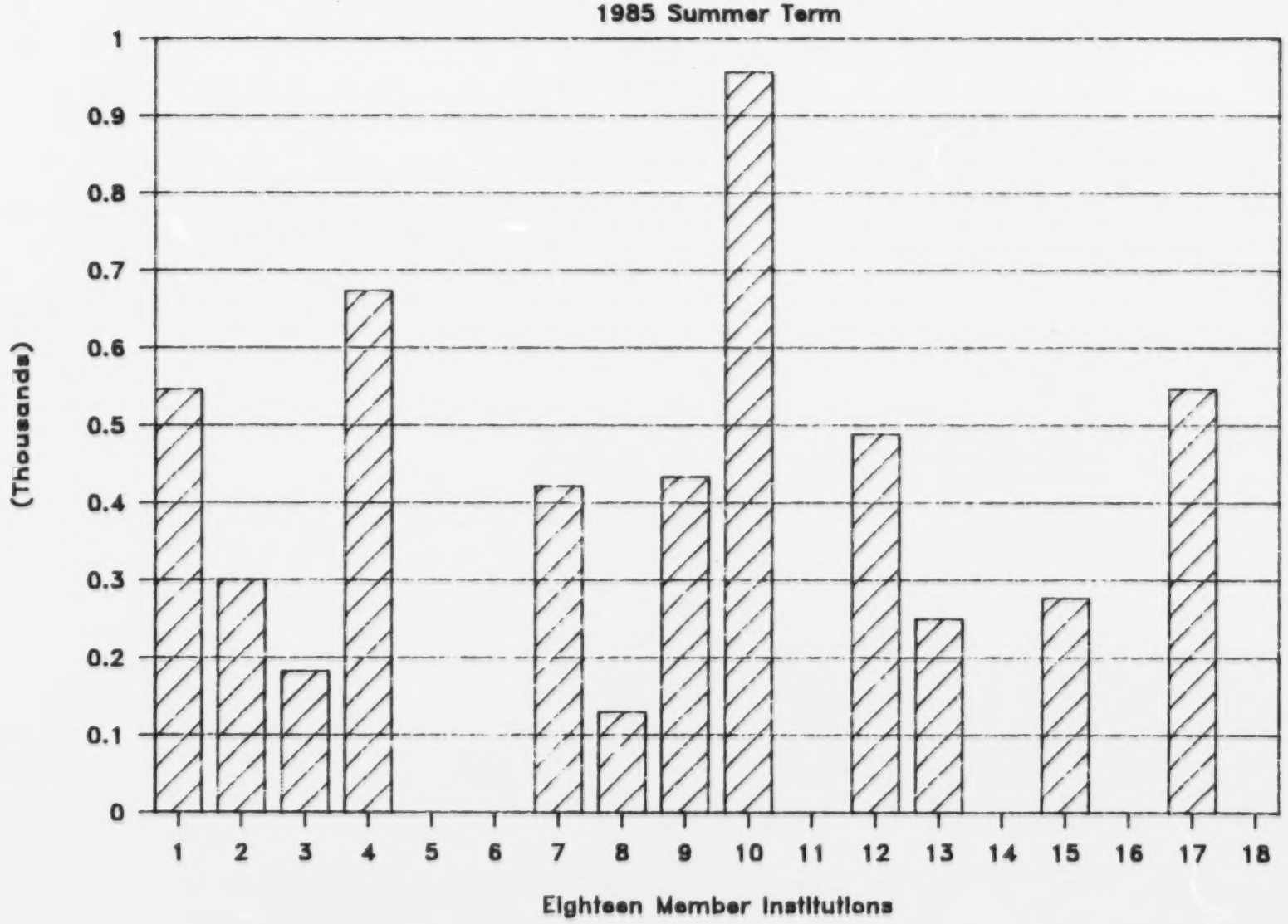
153

154

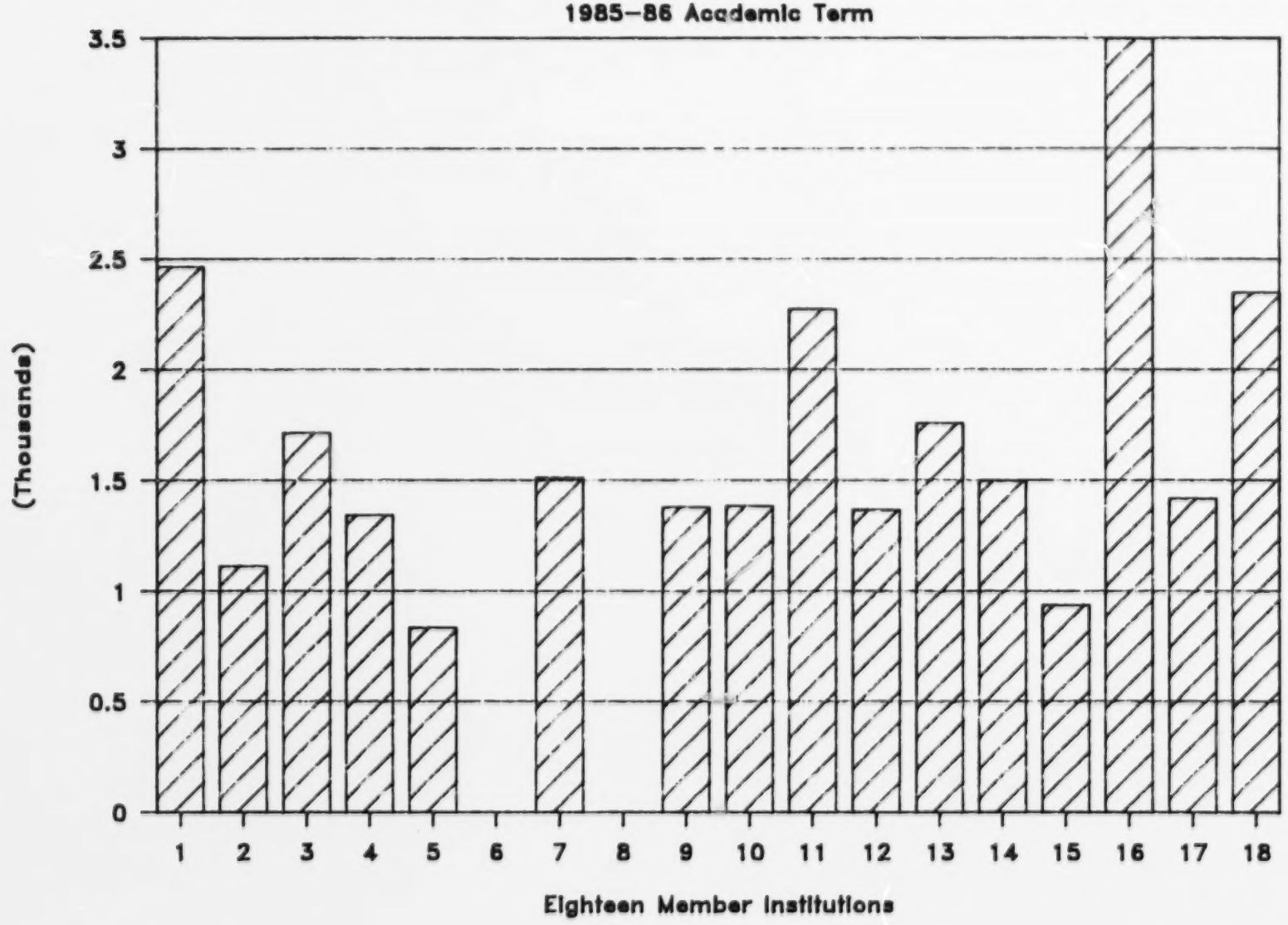
RESIDENT UNDERGRADUATE TUITION RATE



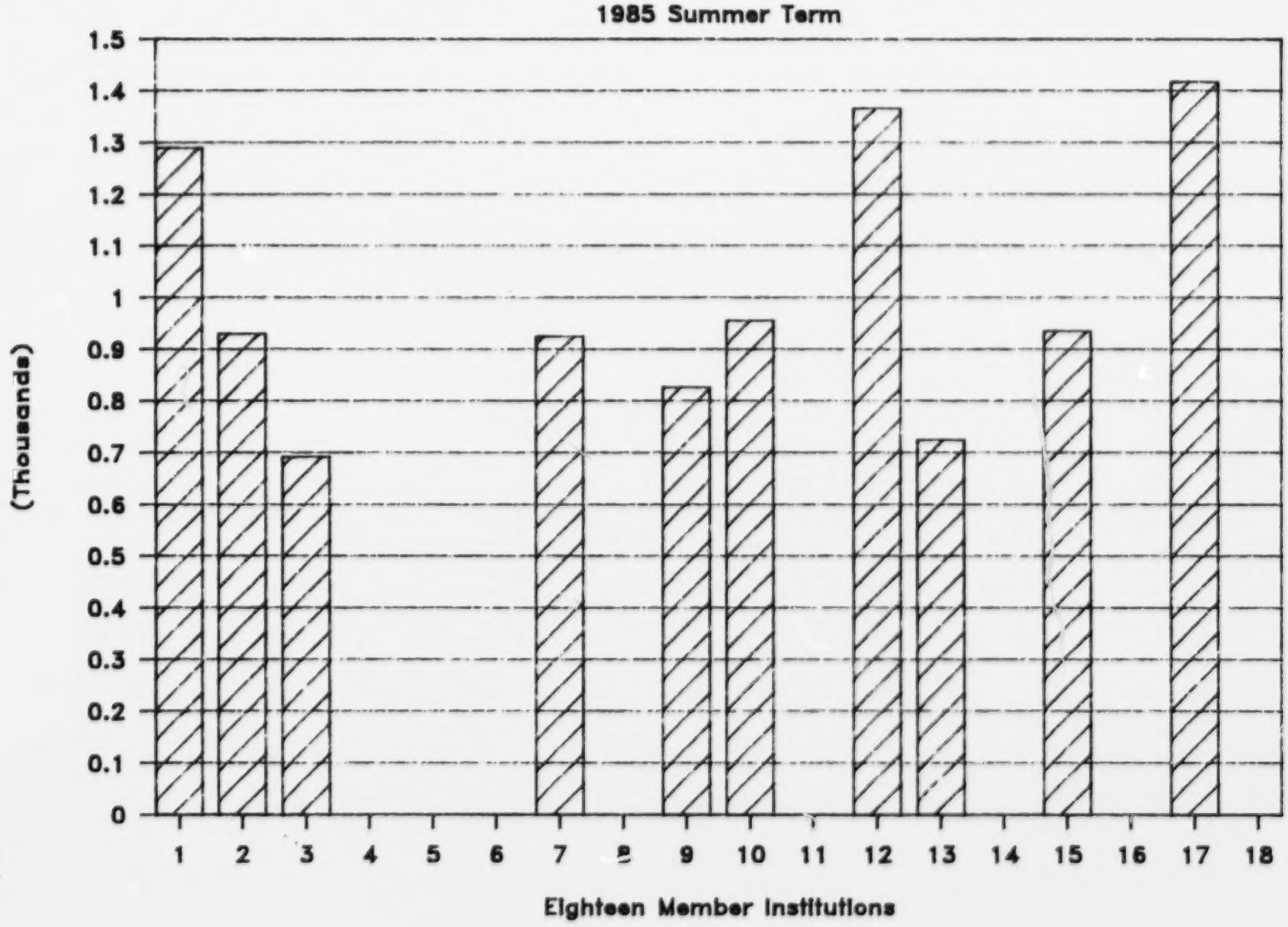
RESIDENT UNDERGRADUATE TUITION RATE



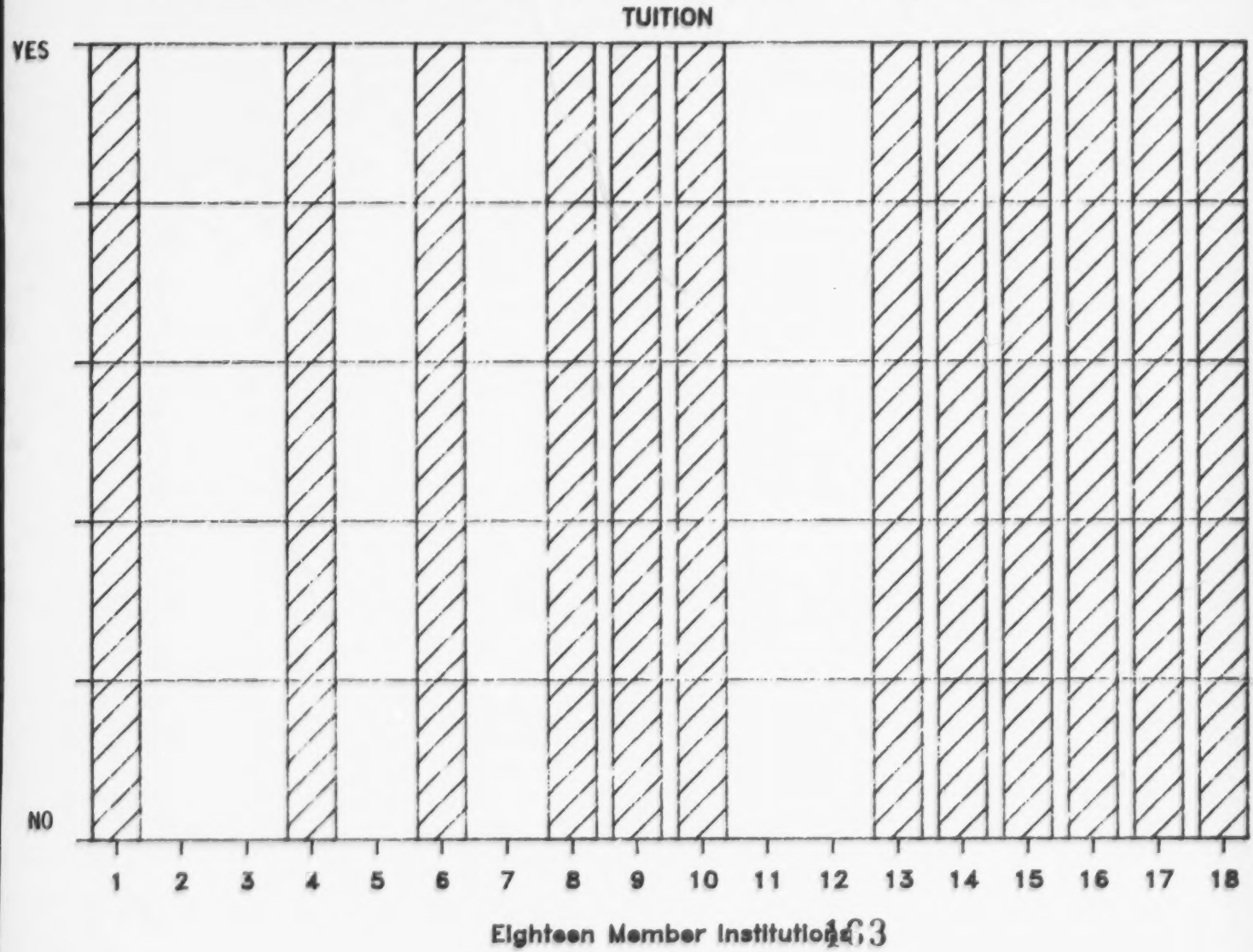
NON–RESIDENT UNDERGRADUATE TUITION RATE



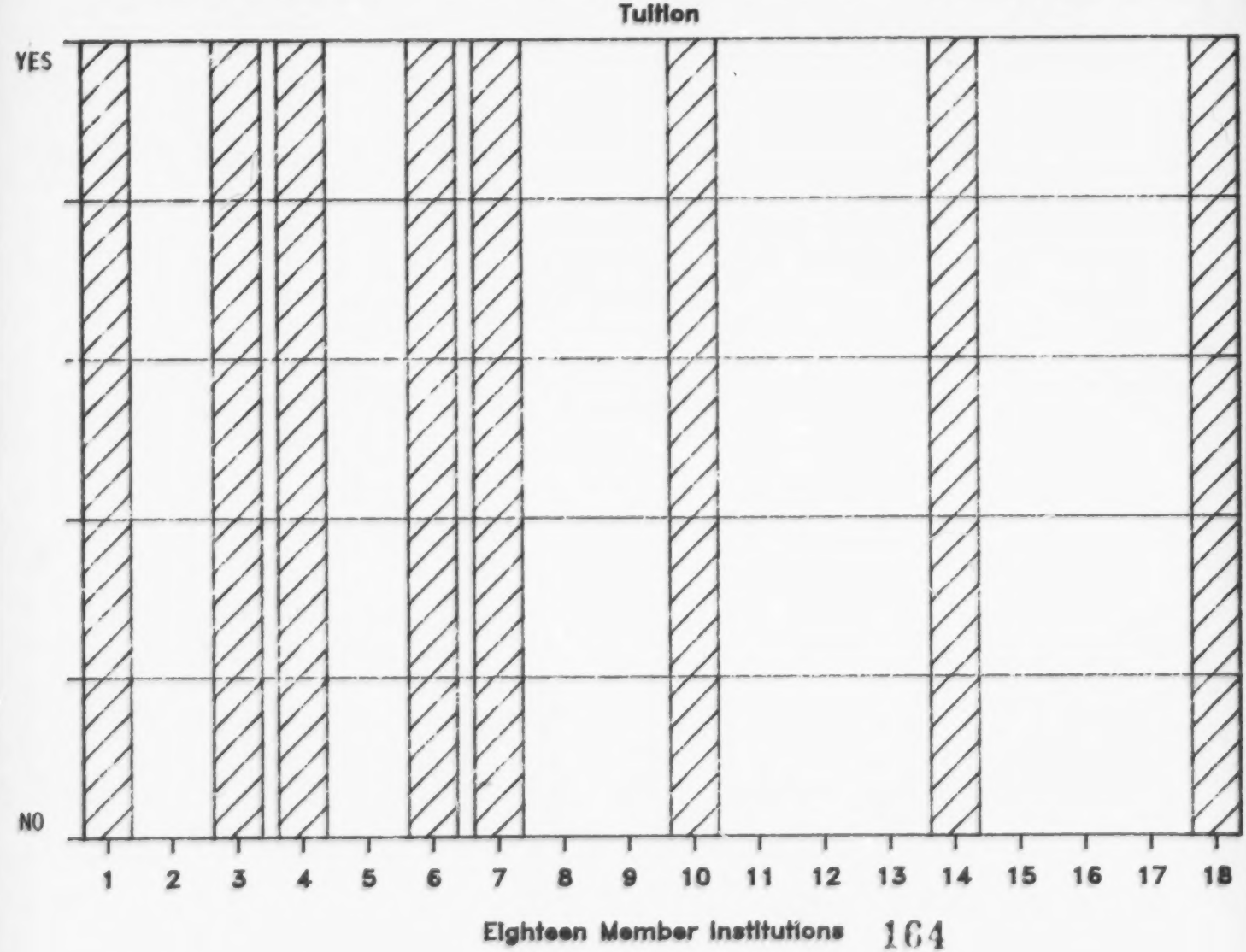
NON--RESIDENT UNDERGRADUATE TUITION RATE



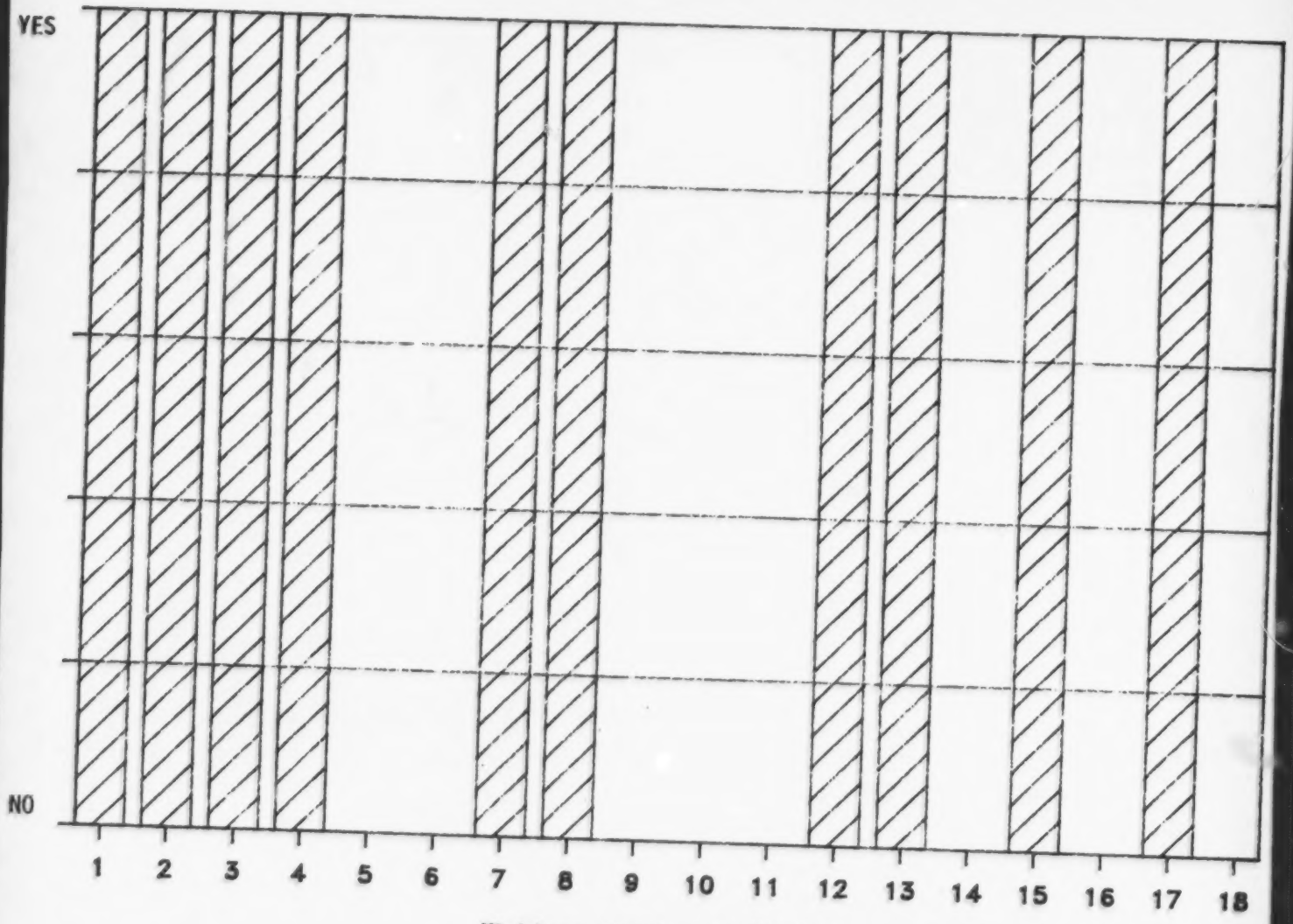
DIFFERENCE IN UNDERGRADUATE/GRADUATE



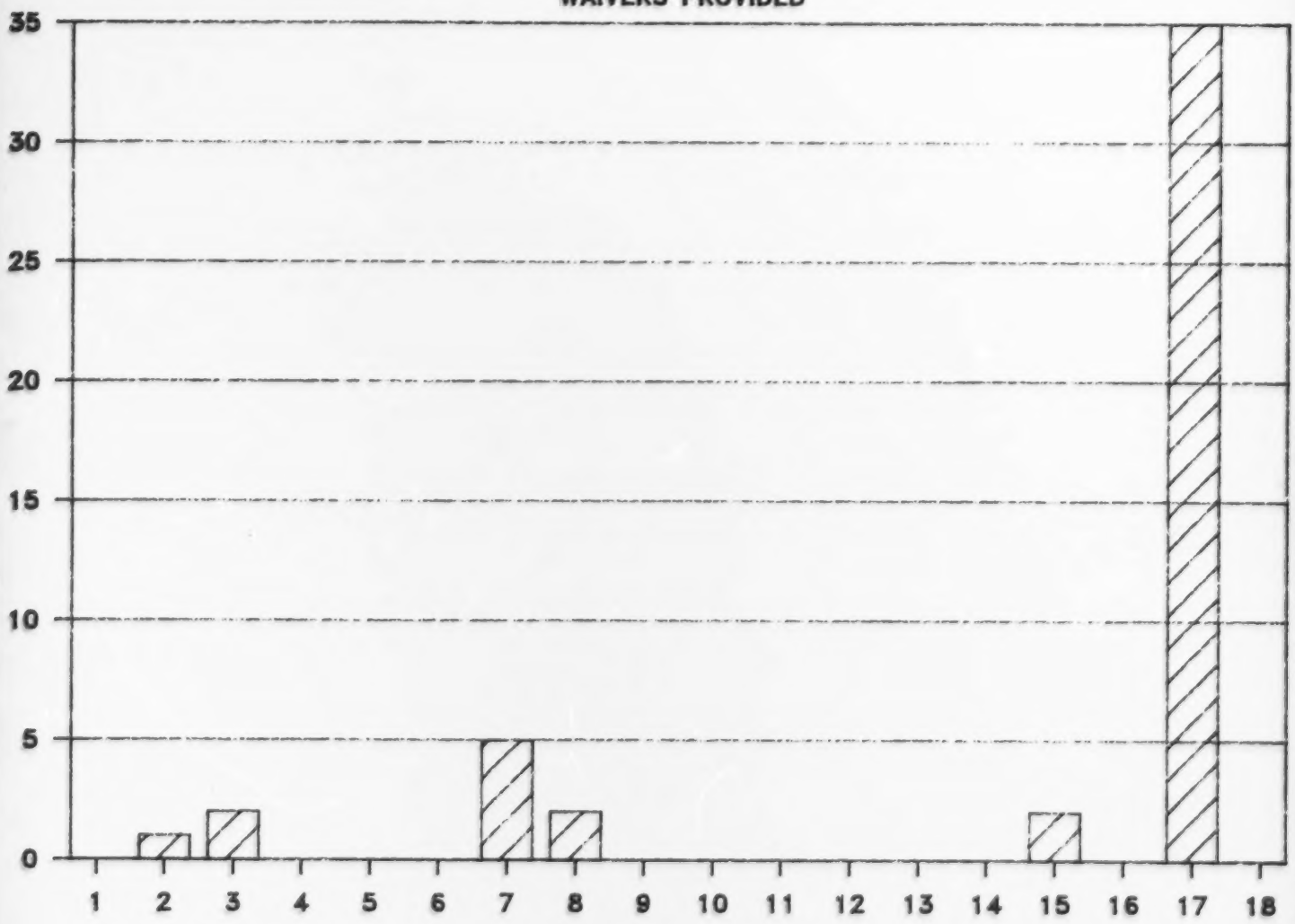
DIFFERENCE IN OFF–CAMPUS/ON–CAMPUS



NON–RESIDENT TUITION WAIVERS



NUMBER OF NON–RESIDENT TUITION



UNDERGRADUATE STUDENT STATUS

INSTITUTION	1	1	1	2	2	2	3	3	3	4	4	4
Year	1981	1983	1985	1981	1983	1985	1981	1983	1985	1981	1983	1985
Enrolled	240	230	205	163	ERR	210	191	186	161	323	362	462
AG				12	25	20	78	87	64	137	100	108
BOE				59	69	98	0	0	0	22	40	40
HEALTH				0	0	1	0	1	12	0	0	30
HEC				6	10	3	0	0	0	19	20	40
ITE				34	42	54	55	66	50	85	71	72
MDE				12	12	3	0	0	0	45	106	130
T&I				4	9	6	58	32	35	15	25	42
TECH				15	20	6	0	0	0	0	0	0
OTHER				21	12	10	0	0	0	0	0	0
OTHER												
Graduated	46	35	28	37	51	63	36	40	34	111	111	109
AG				6	10	5	21	22	9	36	45	30
BOE				14	18	33	0	0	0	9	7	11
HEALTH				0	0	0	0	1	9	0	0	10
HEC				0	1	1	0	0	0	10	3	3
ITE				7	8	9	5	10	10	17	14	22
MDE				3	5	4	0	0	0	27	34	31
T&I				0	1	3	10	7	6	12	8	2
TECH				1	6	6	0	0	0	0	0	0
OTHERS				6	2	2	0	0	0	0	0	0
OTHERS												
Placed				24	32	42	24	31	18	81	47	
AG				5	6	4	14	18	6	24	14	
BOE				10	13	25	0	0	0	7	5	
HEALTH				0	0	0	0	1	3	0	0	
HEC				0	1	1	0	0	0	8	9	
ITE				6	7	6	4	7	6	13	6	
MDE				3	4	4	0	0	0	20	11	
T&I				0	1	2	6	5	3	9	2	
TECH				0	0	0	0	0	0	0	0	
OTHERS				0	0	0	0	0	0	0	0	
OTHERS												

Undergraduate Student Status, Continued

INSTITUTION	5	5	5	6	6	6	7	7	7	8	8	8
Year	1981	1983	1985	1981	1983	1985	1981	1983	1985	1981	1983	1985
Enrolled	382	330	303	197	149	121	266	168	115	112	116	45
AG	65	41	35				60	43	24			
BOE	49	18	20	75	54	62	82	24	12			
HEALTH	5	0	1				23	24	12			
HEC	33	22	18	22	22	20	31	27	20			
ITE	19	16	12	75	50	24				26	22	4
MDE	72	31	30	7	5	1				3	13	2
T&I	62	68	70	18	18	14	70	50	47	41	45	30
TECH	0	0	0							42	36	9
OTHER	8	54	53									
OTHER	69	80	64									
Graduated	83	83	84	43	47	37	0	0	64	44	38	48
AG	31	4	14						11			
BOE	11	10	7	18	13	14			16			
HEALTH	2	0	0						4			
HEC	8	18	8	2	5	7			7			
ITE	4	4	7	20	20	15				12	5	5
MDE	12	6	9			1				2	6	15
T&I	4	2	0	3	9				26	18	15	14
TECH	0	0	0							12	12	14
OTHERS	1	15	18									
OTHERS	10	24	21									
Placed	45	30	41	10	17	17			19	0	0	0
AG	18	4	13						4			
BOE	8	8	7	10	10	11			6			
HEALTH	2	0	0						2			
HEC	3	8	6		7	5			2			
ITE	4	4	8									
MDE	6	4	7			1						
T&I	4	2	0						5			
TECH	0	0	0									
OTHERS	0	0	0									
OTHERS	0	0	0									

INSTITUTION	9	9	9	10	10	10	11	11	11	12	12	12
Year	1981	1983	1985	1981	1983	1985	1981	1983	1985	1981	1983	1985
Enrolled	354	315	300	284	260	262	39	10	18	796	845	703
AG	145	99	87	97	95	91	12	3	6	32	32	35
BOE	50	50	30	33	28	38	9	1	3	99	139	33
HEALTH				0	0	0						
HEC	45	41	29	43	39	32	18	6	9	77	61	57
ITE	64	63	69	111	98	101				399	441	404
MDE	50	62	85							14	22	44
T&I										175	150	130
TECH												
OTHER												
OTHER												
Graduated	71	77	67	76	65	63	18	5	9	68	74	75
AG	19	20	20	17	12	13	6	1	3	10	13	14
BOE	15	11	10	16	12	11	4	0	1	9	12	13
HEALTH												
HEC	9	11	11	22	12	8	8	4	5	23	17	17
ITE	16	24	16	21	29	31				11	14	15
MDE	12	11	10							6	11	14
T&I										9	7	2
TECH												
OTHERS												
OTHERS												
Placed				270	237	219	25	5	8	38	36	29
AG				80	75	74	11	2	5	10	13	13
BOE				60	55	50	9	1	2			
HEALTH												
HEC				50	47	45	5	2	3	13	7	8
ITE				80	60	50				6	9	6
MDE												
T&I										9	7	2
TECH												
OTHERS												
OTHERS												

Undergraduate Student Status, Continued

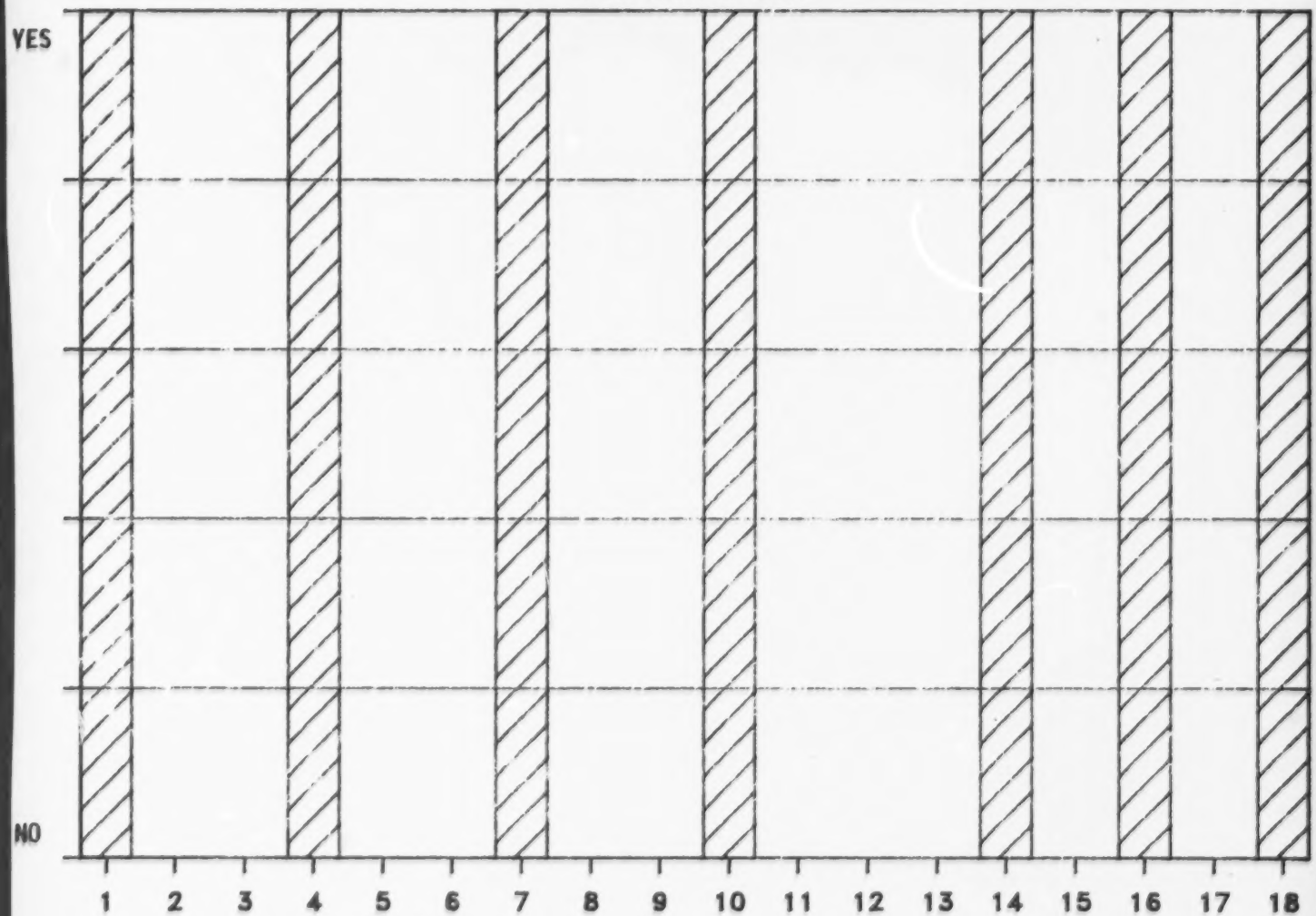
INSTITUTION	13	13	13	14	14	14	15	15	15	16	16	16
Year	1981	1983	1985	1981	1983	1985	1981	1983	1985	1981	1983	1985
Enrolled	163	138	123	164	154	138	0	0	0	0	0	129
AG	55	55	45	55	50	38						
BOE	40	36	23	21	33	27						
HEALTH			6									
HEC	35	25	29	26	17	14						
ITE				29	25	35						
MDE	3	2	2	19	20	14						
T&I	30	20	18	14	9	10						129
TECH												
OTHER												
OTHER												
Graduated	79	61	37	91	57	48	0	0	0	0	0	11
AG	30	33	20	42	29	19						
BOE	12	11	4	7	6	6						
HEALTH	0	2	1									
HEC	18	11	8	14	8	7						
ITE				15	4	11						
MDE	5	1	1	8	7	2						
T&I	14	3	3	5	3	3						11
TECH												
OTHERS												
OTHERS												
Placed	43	31	20	0	29	0	0	0	0	0	0	0
AG	12	15	8		10							
BOE	6	6	3		5							
HEALTH	0	2	1									
HEC	9	5	4		7							
ITE					3							
MDE	2	0	1		2							
T&I	14	3	3		2							
TECH												
OTHERS												
OTHERS												

Undergraduate Student Status, Continued

INSTITUTION	17	17	17	18	18	18
Year	1981	1983	1985	1981	1983	1985
Enrolled	578	500	436	237	208	207
AG	270	205	163	76	52	64
BOE	24	22	20	12	17	18
HEALTH						
HEC	80	78	75	66	52	48
ITE	100	92	80			
MDE	24	18	13	29	27	20
T&I	80	85	85	36	39	38
TECH				18	21	19
OTHER						
OTHER						
Graduated	150	146	124	83	55	44
AG	50	55	44	33	12	9
BOE	12	14	16	1	3	4
HEALTH						
HEC	30	28	24	25	15	11
ITE	35	30	25			
MDE	20	16	12	7	13	3
T&I	3	3	3	12	7	11
TECH				5	5	6
OTHERS						
OTHERS						
Placed	100	89	82	59	37	30
AG	22	14	10	21	9	7
BOE	12	14	16	1	3	3
HEALTH						
HEC	16	15	14	20	11	8
ITE	20	18	16			
MDE	10	8	6	6	7	2
T&I	20	20	20	11	7	10
TECH				5	5	6
OTHERS						
OTHERS						

WORK EXPERIENCE REQUIREMENT

FOR GRADUATION



Eighteen Members Institutions

MASTER'S DEGREE CANDIDATE STATUS

INSTITUTION	1	1	1	2	2	2	3	3	3	4	4	4
Year	1981	1983	1985	1981	1983	1985	1981	1983	1985	1981	1983	1985
Enrolled	150	130	140	103	122	110	91	42	62	593	427	506
AG				3	3	3	26	14	23	125	179	200
BOE				3	12	8	0	0	0	100	71	80
HEALTH				0	0	0	2	10	15	0	0	0
HEC				2	0	0	0	0	0	190	40	80
ITE				2	0	1	14	9	7	54	31	39
MDE				1	0	0	0	0	0	38	26	29
T&I				0	0	0	20	3	2	23	25	78
TECH				0	0	0	0	0	0	0	0	0
ADMIN				40	47	36	10	2	5	0	0	0
GUID/COUNS				41	42	47	0	0	0	0	0	0
AD ED				10	13	11	0	0	0	0	0	0
COMP VE				1	5	4	19	4	10	0	0	0
OTHERS				0	0	0	0	0	0	63	55	0
Graduated	63	48	55	39	41	35	9	8	20	54	29	19
AG				2	0	0	7	5	10	10	1	
BOE				0	3	0	0	0	0	8	7	
HEALTH				0	0	0	0	1	2	0	0	
HEC				0	0	0	0	0	0	10	4	
ITE				1	2	0	1	1	2	5	5	
MDE				0	1	0	0	0	0	6	7	
T&I				3	0	0	0	0	0	2	3	
TECH				0	0	4	0	0	0	0	0	
ADMIN				15	15	11	0	0	2	0	0	
GUID/COUNS				17	12	13	0	0	0	0	0	
AD ED				1	5	3	0	0	0	0	0	
COMP VE				0	3	4	1	1	4	0	0	
OTHER				0	0	0	0	0	0	13	2	
OTHER												
Placed	63	48	55				81	56	136	0	0	0
AG							7	5	8			
BOE							0	0	0			
HEALTH							0	1	2			
HEC							0	0	0			
ITE							1	1	2			
MDE							0	0	0			
T&I							0	0	0			
TECH							0	0	0			
ADMIN							0	0	2			
GUID/COUNS							0	0	0			
AD ED							0	0	0			
COMP VE							1	0	3			
OTHER							0	0	0			
OTHER												

Master's Degree Candidate Status, Continued

INSTITUTION	5	5	5	6	6	6	7	7	7	8	8	8
Year	1981	1983	1985	1981	1983	1985	1981	1983	1985	1981	1983	1985
Enrolled	53	0	0	332	232	218	63	87	82	0	175	151
AG	9											
BOE	12			18	7	8	14	14	21			
HEALTH	0											
HEC	10			14	9	3	5	4	2			
ITE	4			40	32	26					4	4
MDE	2				1						14	5
T&I	4				1	1					29	30
TECH	0										12	9
ADMIN	0			82	37	38						
GUID/COUNS	0			178	145	142						
AD ED	12											
COMP VE	0											
OTHERS	0						44	69	59		116	103
Graduated	24	48	63	28	20	11	36	38	37	37	39	26
AG	5	7	21									
BOE	6	12	14	5	1	3	7	7	6			
HEALTH	0	0	0									
HEC	5	9	7				4	4	2			
ITE	3	3	1	8	4	5				3	1	2
MDE	0	4	4		1					3	3	4
T&I	0	5	1		1	1				11	9	4
TECH	0	0	0							5	5	3
ADMIN	0	0	0									
GUID/COUNS	0	0	0	15	13	2						
AD ED	5	8	15									
COMP VE	0	0	0									
OTHER	0	0	0				25	27	29	15	21	13
OTHER												
Placed	115	220	310				124	140	132			
AG	5	7	21									
BOE	6	12	14				6	7	6			
HEALTH	0	0	0									
HEC	5	9	7				4	4	2			
ITE	3	3	1									
MDE	0	4	4									
T&I	0	5	1									
TECH	0	0	0									
ADMIN	0	0	0									
GUID/COUNS	0	0	0									
AD ED	4	4	14									
COMP VE	0	0	0									
OTHER	0	0	0				21	24	25			

Master's Degree Candidate Status, Continued

INSTITUTION	9	9	9	10	10	10	11	11	11	12	12	12
Year	1981	1983	1985	1981	1983	1985	1981	1983	1985	1981	1983	1985
Enrolled	272	236	246	22	16	18	36	30	40	370	358	362
AG	224	179	180	2	2	5	7	3	3	40	38	67
BOE	9	5	12	4	3	7	5	2	3	26	27	30
HEALTH										5	1	1
HEC	17	13	16	7	4	2	12	8	8	132	135	140
ITE	8	24	29	7	6	3				53	41	32
MDE	9	9	9							10	4	11
T&I										95	105	70
TECH												
ADMIN							2	3	3			
GUID/COUNS							3	4	0			
AD ED							3	5	18			
COMP VE	5	6		2	1	1	4	5	5	9	7	11
OTHERS												
Graduated	46	53	46	50	32	31	17	14	19	74	80	64
AG	28	25	23	2	3	1	3	1	2	9	14	14
BOE	1	3	2	22	6	8	2	0	2	2	1	0
HEALTH				0	0	0				8	2	0
HEC	3	3	3	2	7	4	7	5	4	27	35	25
ITE	4	20	15	12	10	17				2	8	6
MDE	5	1	3							5	3	7
T&I										15	14	8
TECH												
ADMIN							1	1	2			
GUID/COUNS							1	2				
AD ED							2	2	7			
COMP VE	5	1		12	6	1	1	3	2	6	3	4
OTHER												
OTHER												
Placed							48	42	54	189	189	147
AG							3	1	2			
BOE							2	0	2			
HEALTH										8	2	0
HEC							7	5	4	27	35	25
ITE										2	6	5
MDE										5	3	7
T&I										15	14	8
TECH												
ADMIN							1	1	2			
GUID/COUNS							1	2	0			
AD ED							1	2	6			
COMP VE							1	3	2	6	3	4
OTHER												

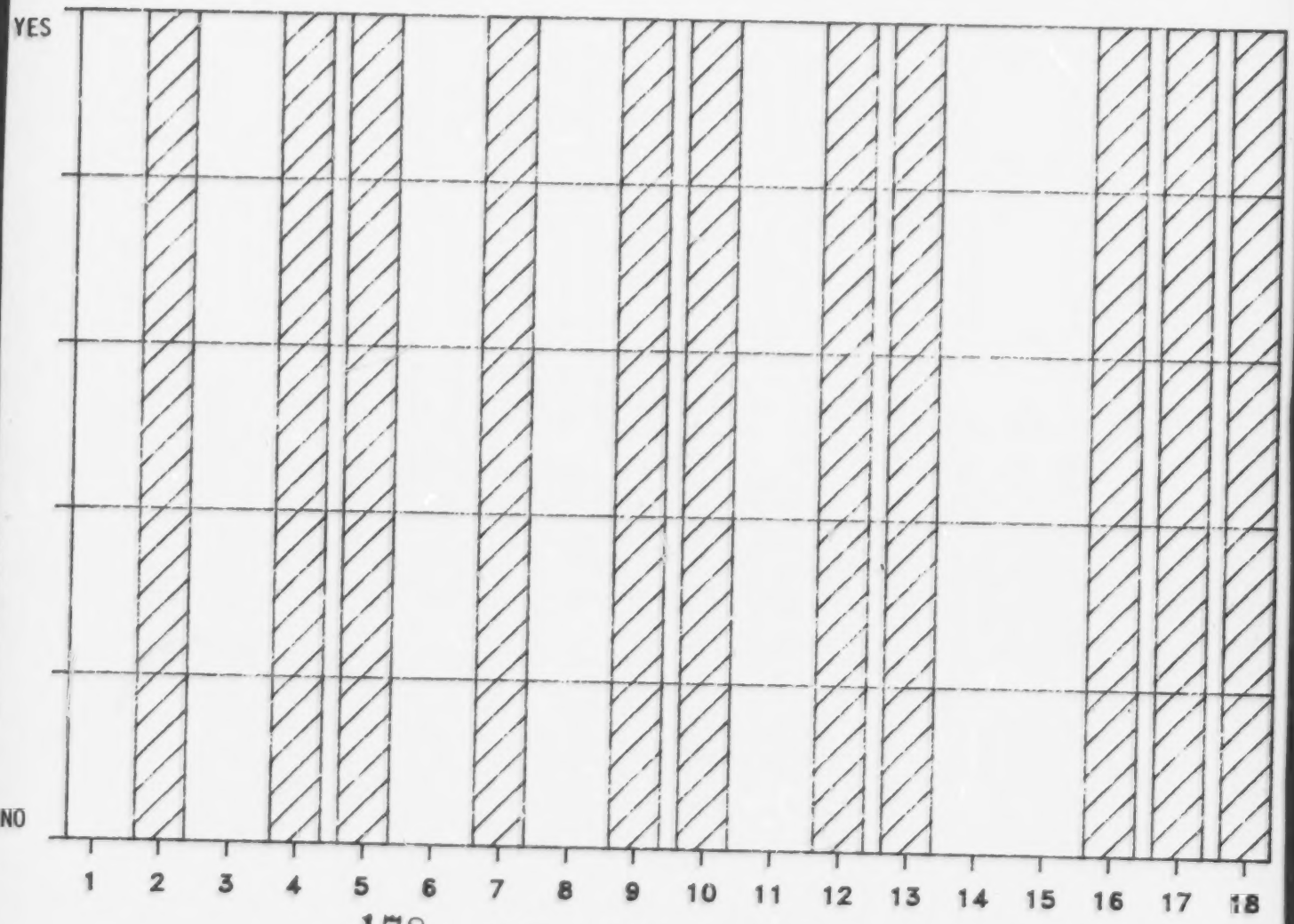
Master's Degree Candidate Status, Continued

INSTITUTION	13	13	13	14	14	14	15	15	15	16	16	16
Year	1981	1983	1985	1981	1983	1985	1981	1983	1985	1981	1983	1985
Enrolled	84	62	80	0	0	0	193	0	0	274	239	130
AG	28	26	21				16					
BOE	30	20	35				18					
HEALTH	3	1	2									54
HEC	18	10	14				10					
ITE												
MDE	2	2	3				12					
T&I	3	3	5				75					
TECH												
ADMIN												
GUID/COUNS												
AD ED												
COMP VE							62			274	239	76
OTHERS												
Graduated	45	37	36	44	35	0	42	37	38			
AG	13	10	11				3	3	1			
BOE	6	3	4				4	2	2			
HEALTH												17
HEC	6	5	4				6					
ITE												
MDE			1				5	1				
T&I			1				17	16	19			
TECH												
ADMIN												
GUID/COUNS												
AD ED												
COMP VE	20	19	15				7	15	16	23	26	11
OTHER												
OTHER												
Placed	40	28	32	0	32	0	42	37	38	0		
AG	10	7	7				3	3	1			
BOE	5	3	3				4	2	2			
HEALTH												
HEC	5	4	4				6					
ITE												
MDE			1				5	1				
T&I			1				17	16	19			
TECH												
ADMIN												
GUID/COUNS												
AD ED												
COMP VE							7	15	16			
OTHER												

Master's Degree Candidate Status, Continued

INSTITUTION	17	17	17	18	18	18
Year	1981	1983	1985	1981	1983	1985
Enrolled	323	273	251	0	0	0
AG	140	95	77			
BOE	35	30	30			
HEALTH						
HEC	50	50	50			
ITE	60	60	60			
MDE	8	8	8			
T&I	10	10	6			
TECH						
ADMIN						
GUID/COUNS						
AD ED	20	20	20			
COMP VE						
OTHERS						
Graduated	216	183	189	40	27	21
AG	43	15	25	1	6	2
BOE	35	30	30	9	8	7
HEALTH						
HEC	40	40	40	10	3	2
ITE	60	60	60			
MDE	8	8	8	4	2	1
T&I	10	10	6	1	1	
TECH				2	3	
ADMIN				13	4	8
GUID/COUNS						1
AD ED	20	20	20			
COMP VE						
OTHER				7	3	3
OTHER						
NUMBER PLACE	215	180	183	39	26	21
AG	42	12	19	1	6	2
BOE	35	30	30	9	7	7
HEALTH						
HEC	40	40	40	10	3	2
ITE	60	60	60			
MDE	8	8	8	4	2	1
T&I	10	10	6	1	1	
TECH				2	3	
ADMIN				12	4	8
GUID/COUNS						1
AD ED	20	20	20			
COMP VE						
OTHER				6	3	3

CREDIT GRANTED FOR WORK EXPERIENCE



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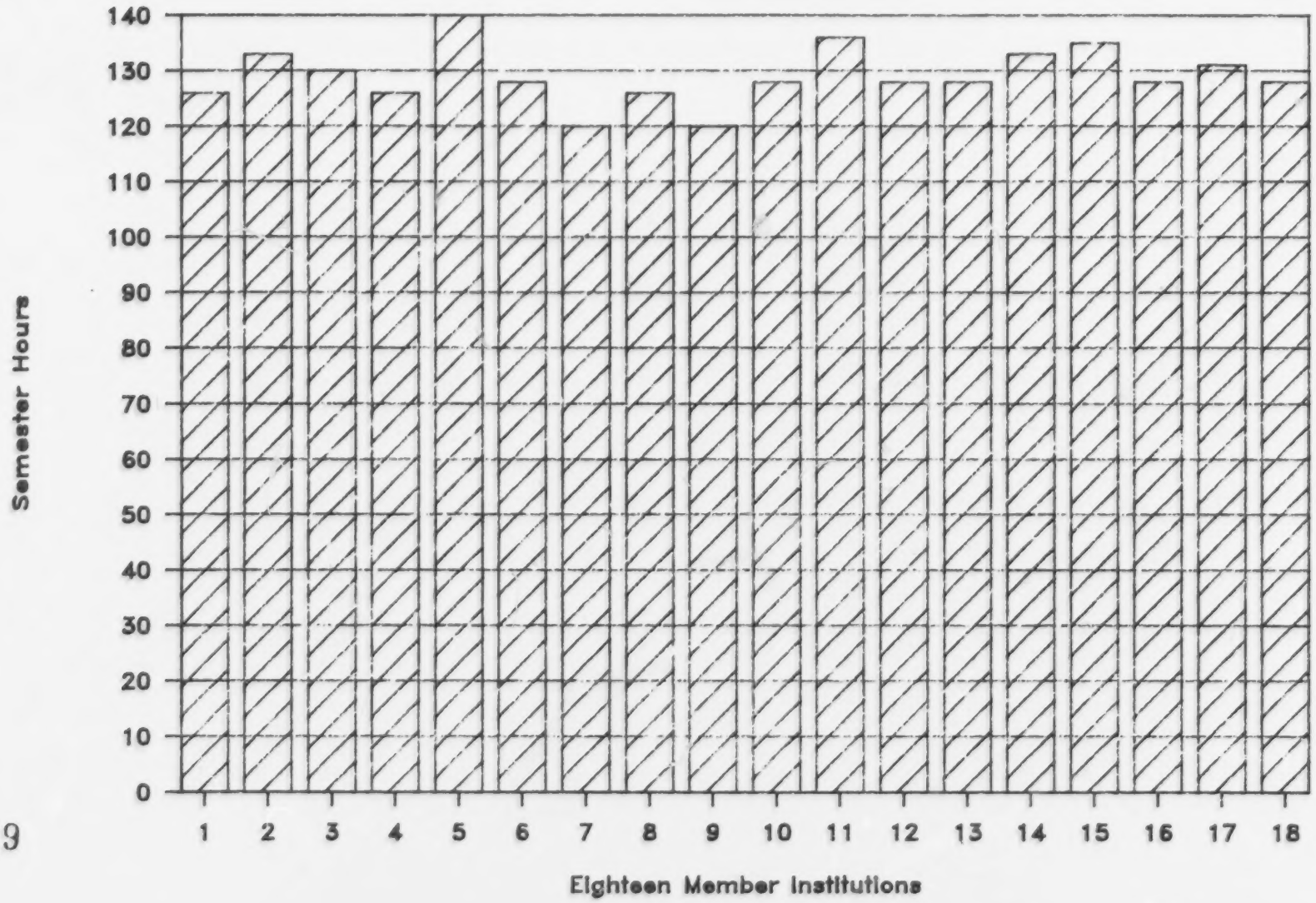
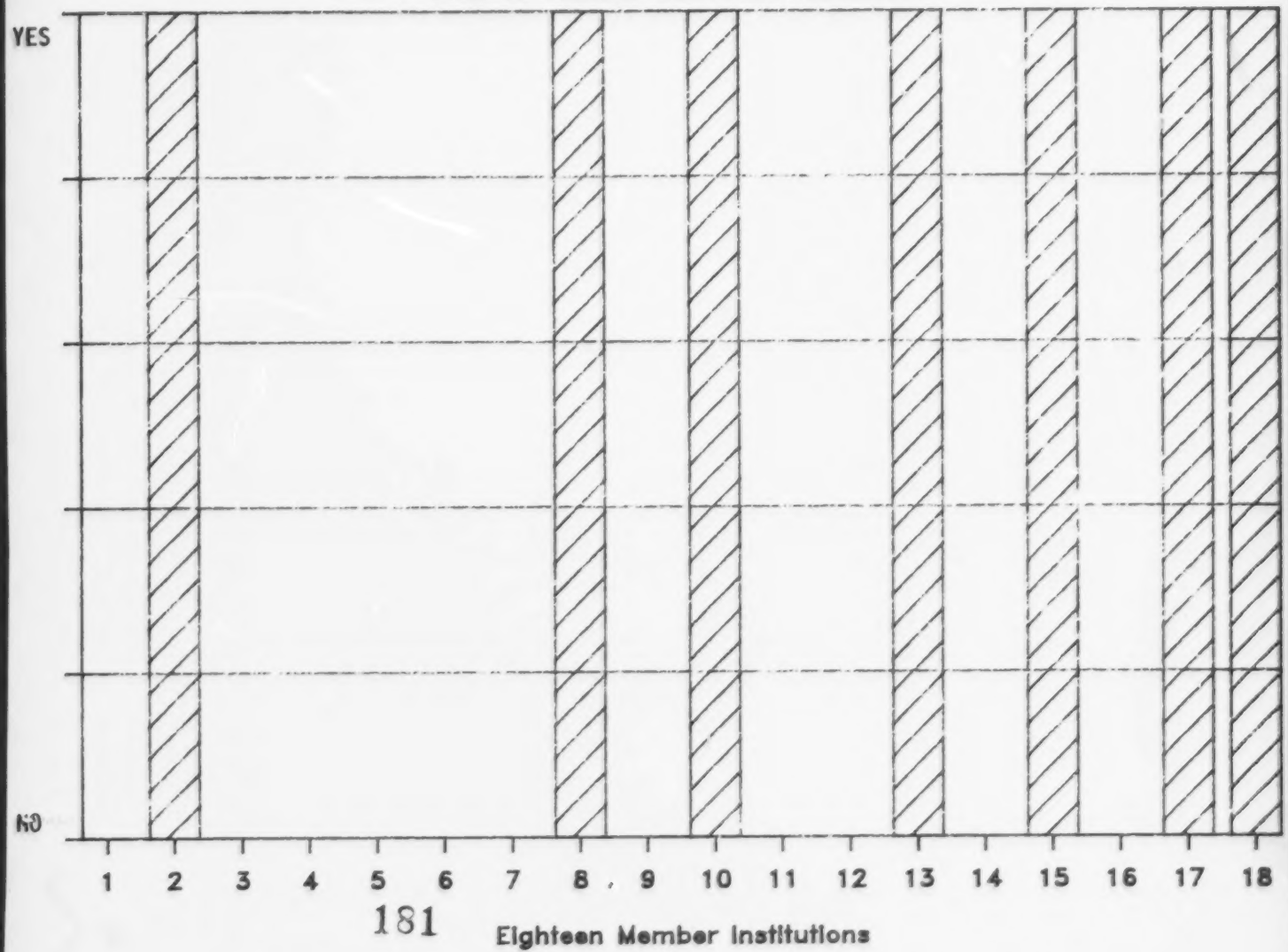
Eighteen Member Institutions

CRS. REQUIRED FOR BACCALAUREATE DEGREE



COMPETENCY TEST REQUIREMENT

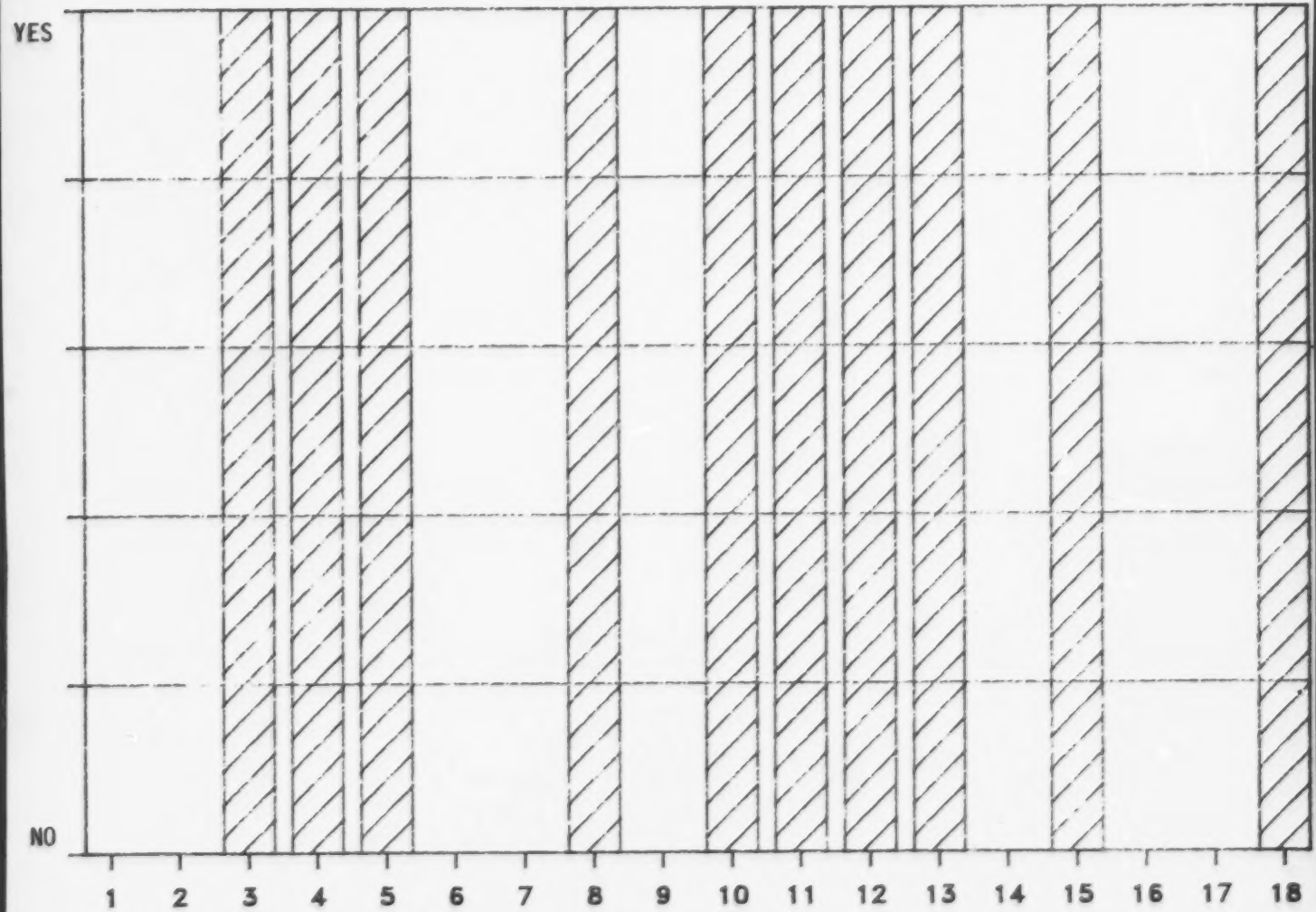
Prior to Teacher Education Admission



Eighteen Member Institutions

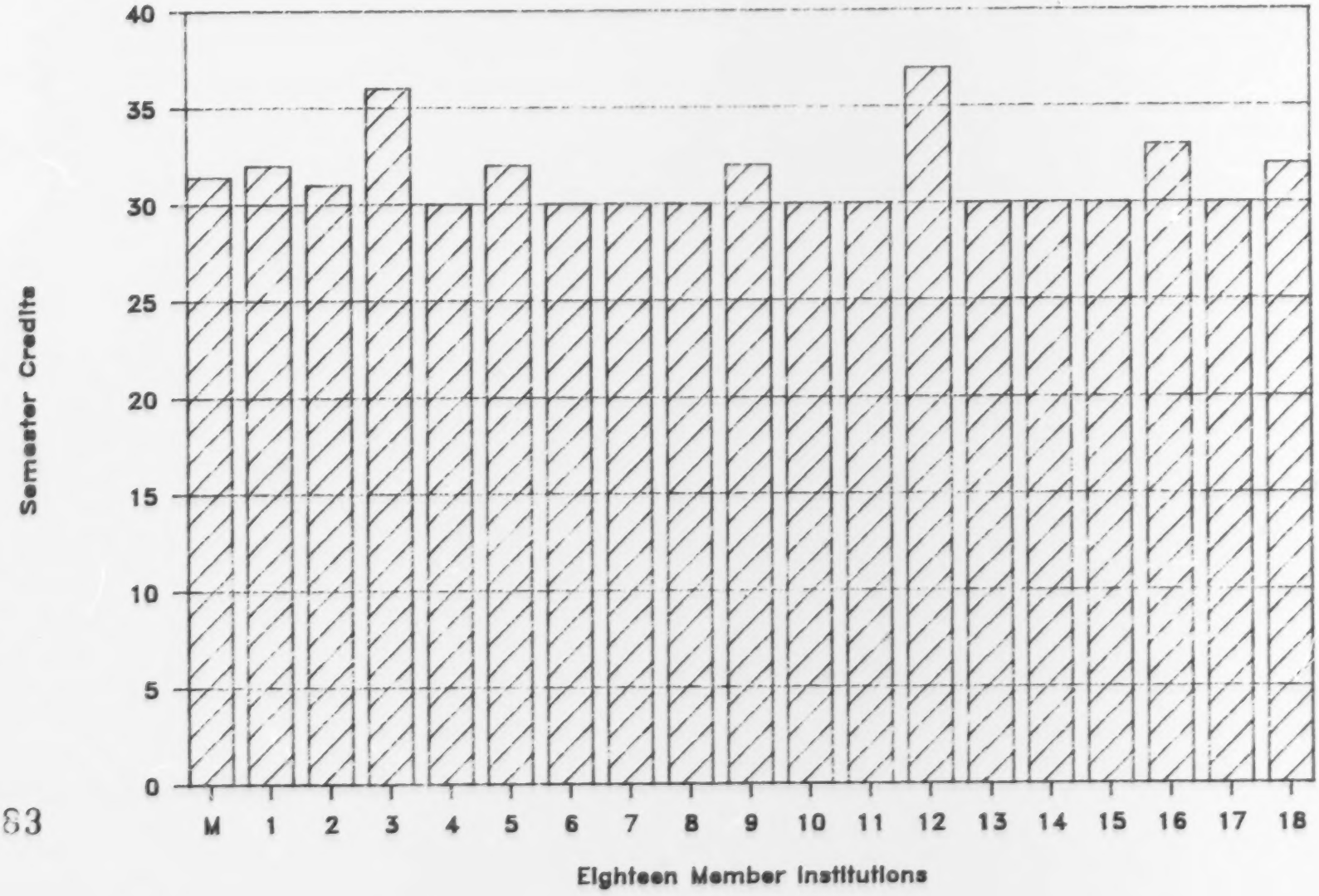
COMPETENCY TEST REQUIREMENT

Prior to Teacher Certification



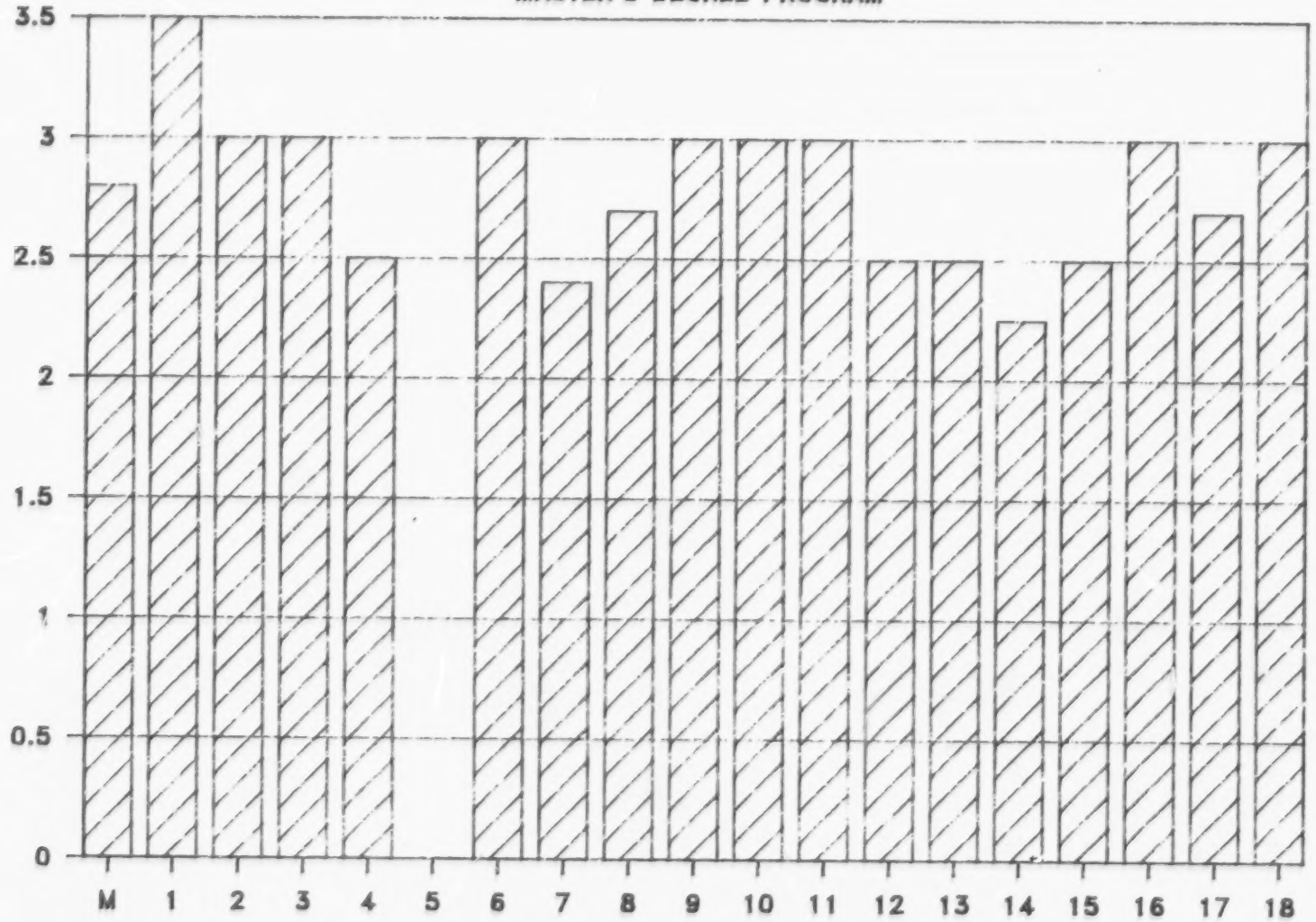
Eighteen Member Institutions

CREDITS REQUIRED FOR MASTER'S DEGREE



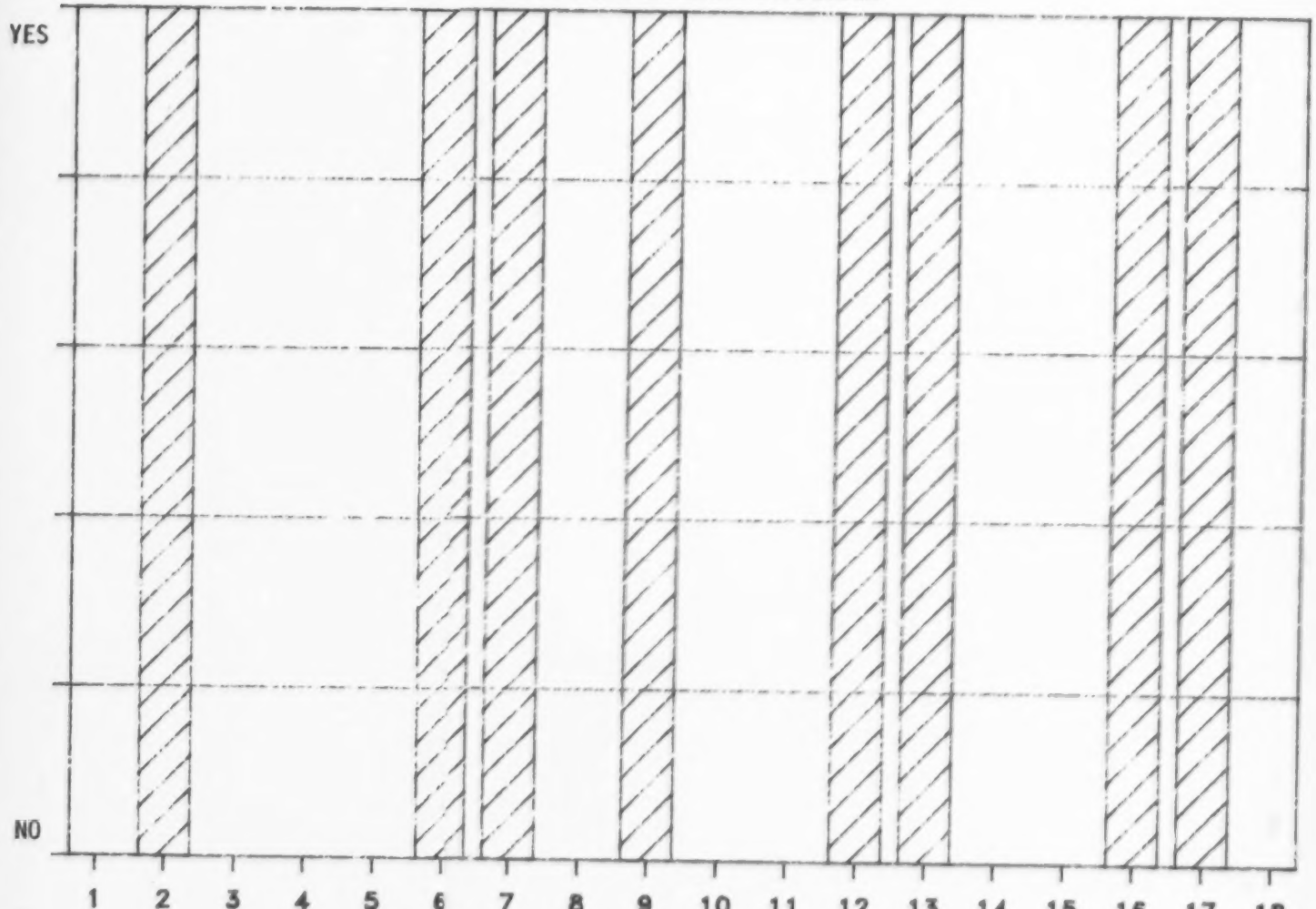
GPA REQUIRED FOR ADMISSION TO

MASTER'S DEGREE PROGRAM



GRE REQUIRED FOR ADMISSION TO

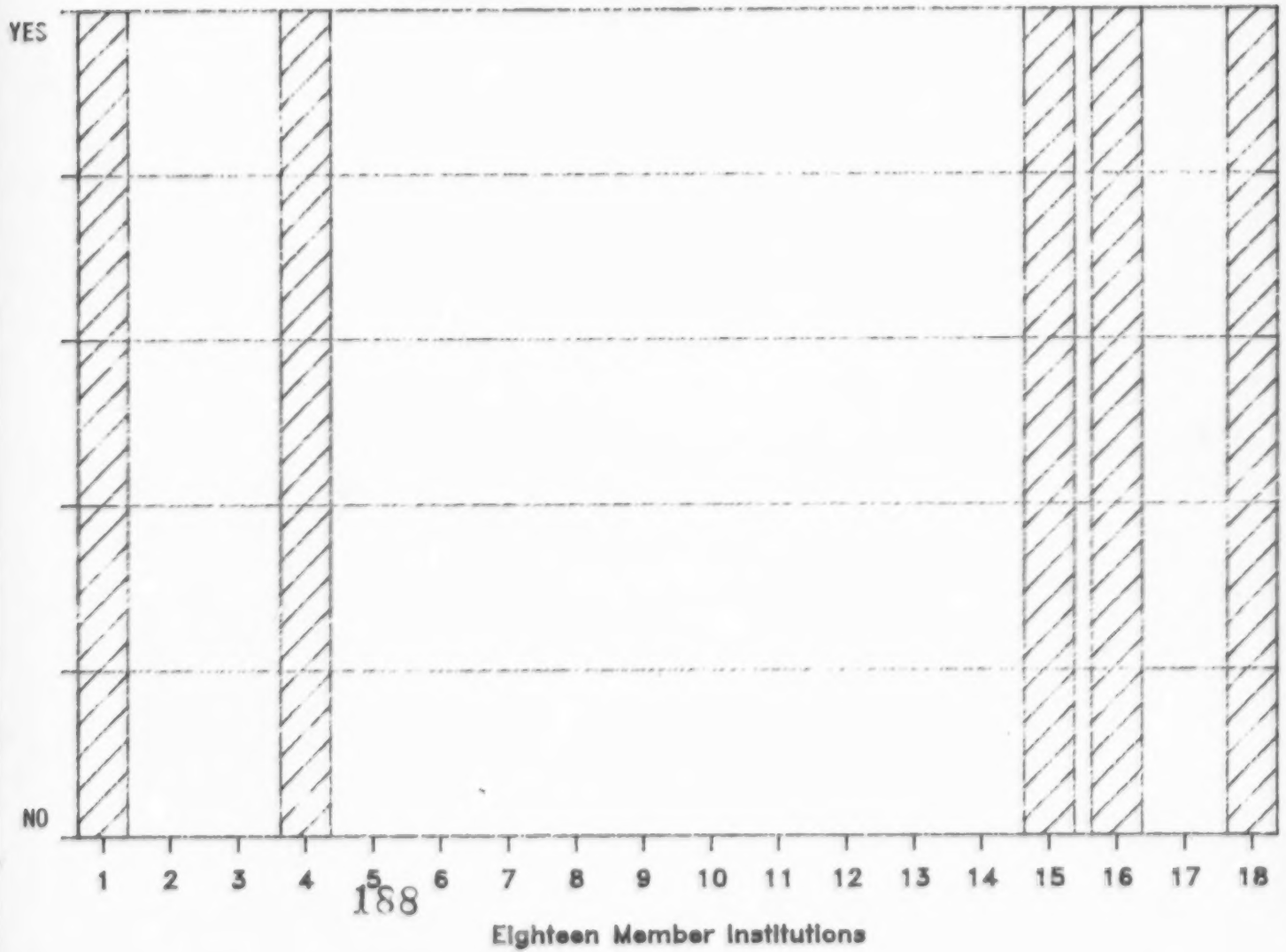
MASTER'S DEGREE PROGRAM



Eighteen Member Institutions

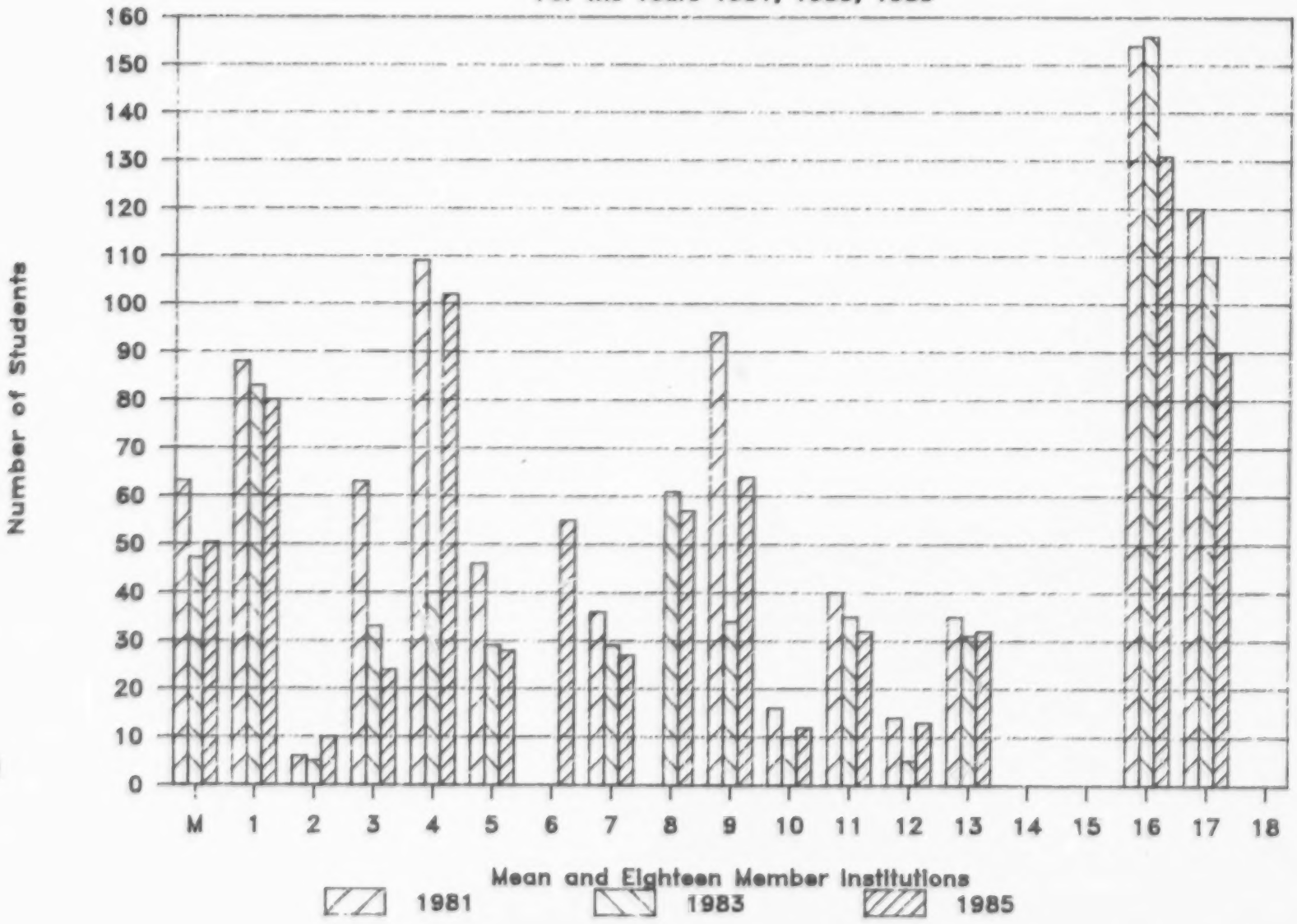
PROFESSIONAL EXPERIENCE REQUIRED FOR

ADMISSION TO MASTER'S DEGREE PROGRAM



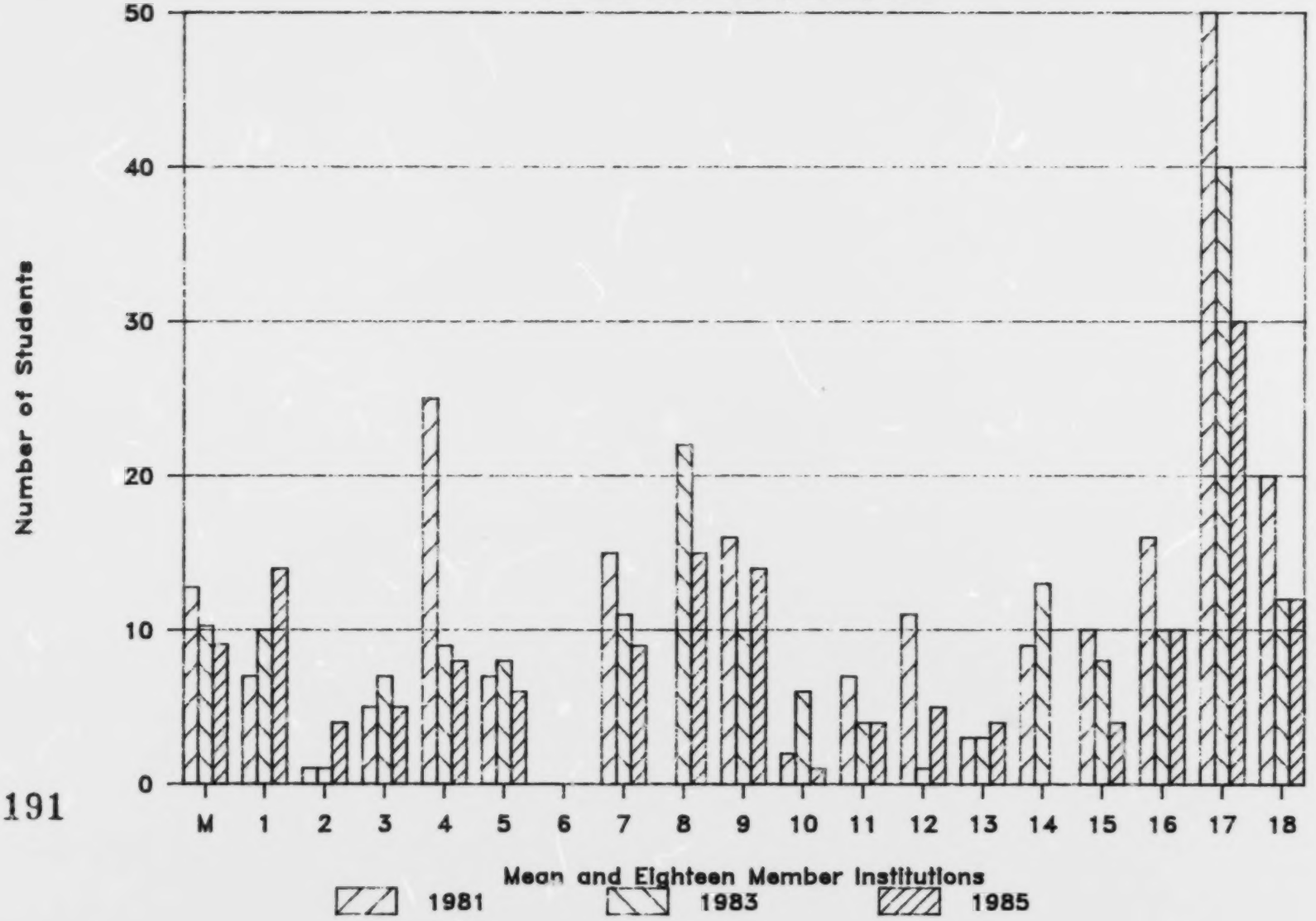
ENROLLMENT IN DOCTORAL DEGREE PROGRAMS

For the Years 1981, 1983, 1985



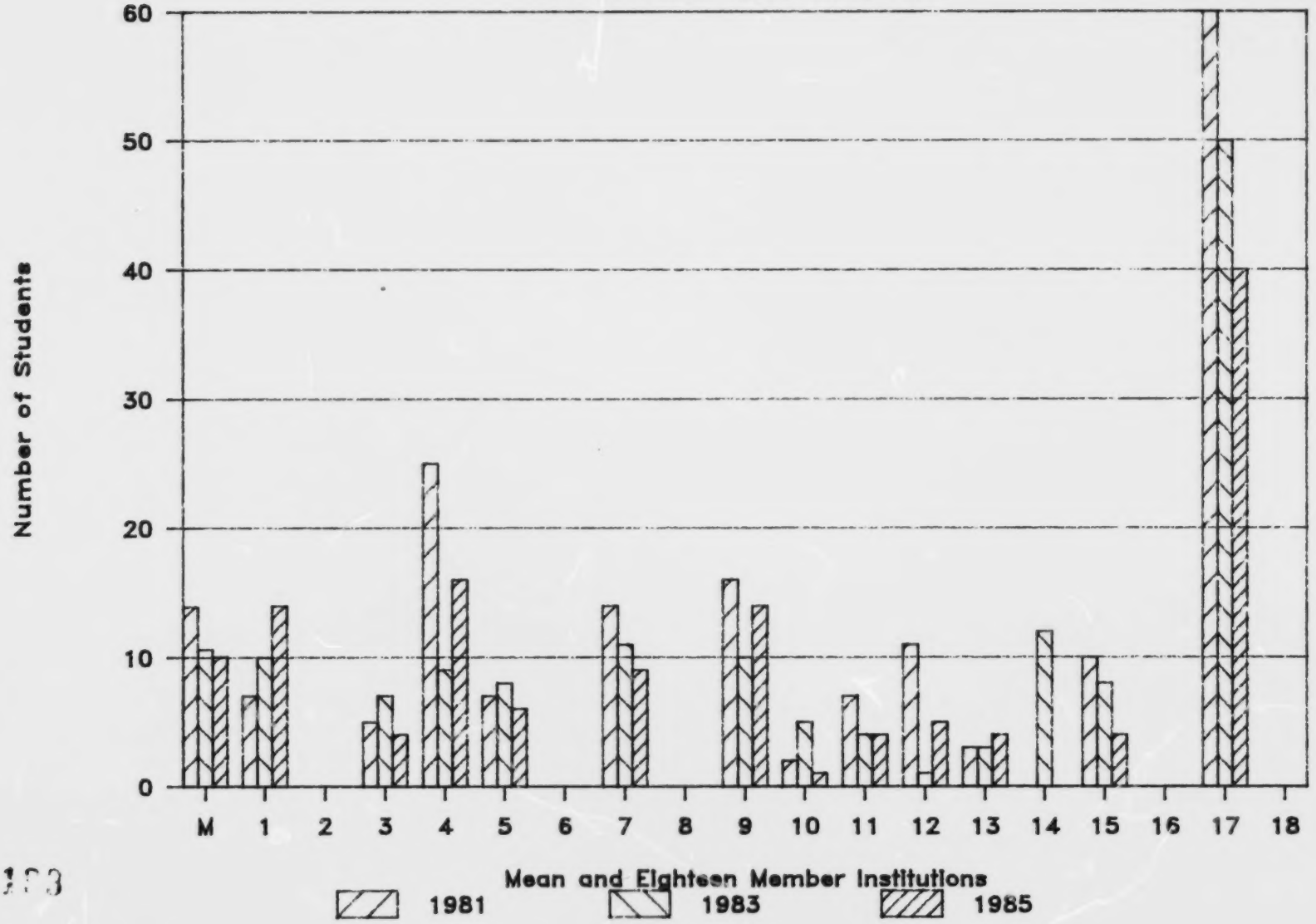
NO. GRAD. FROM DOCTORAL DEGREE PROGRAMS

For the Years 1981, 1983, 1985

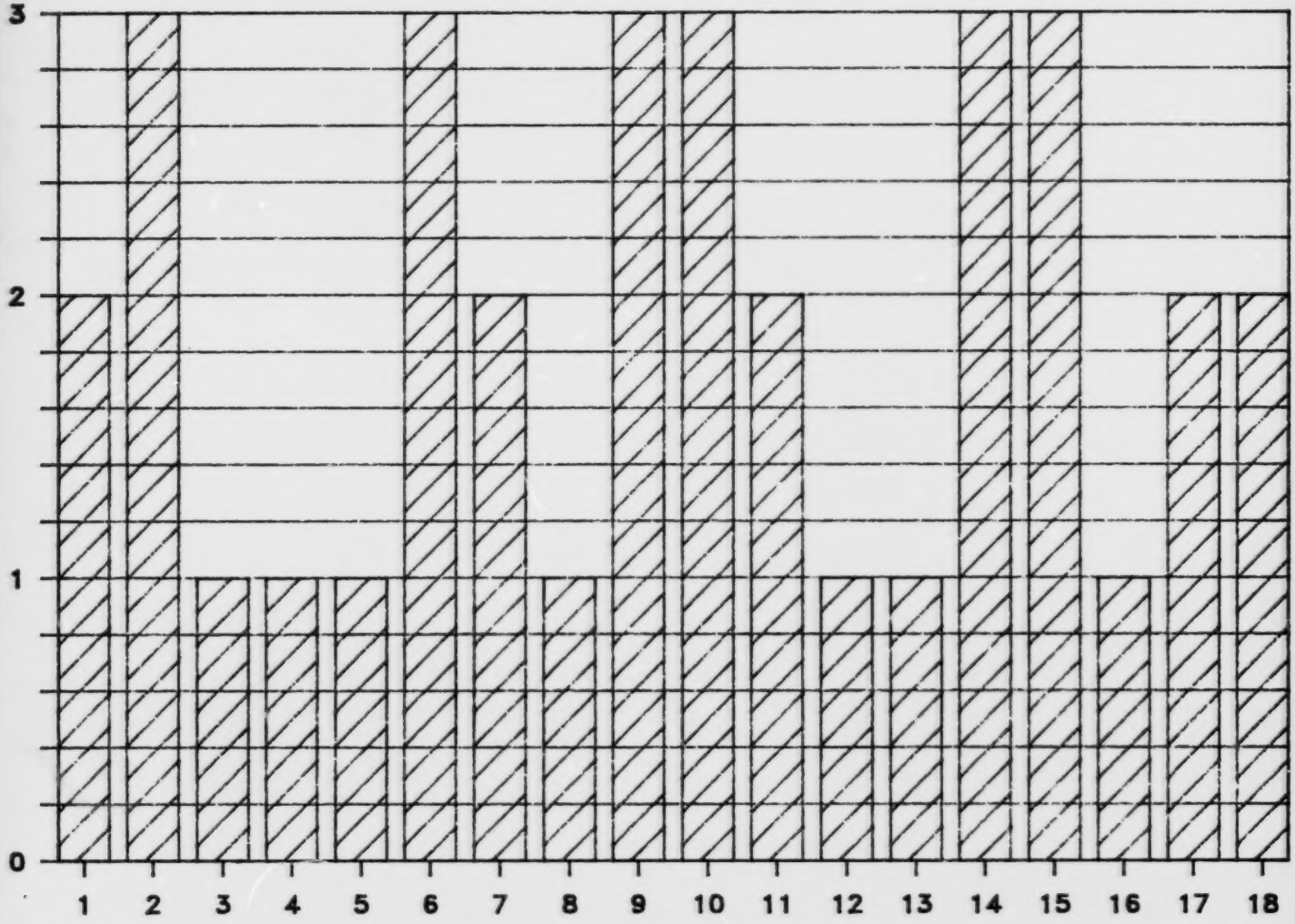


NUMBER OF DOCTORATE GRADUATES PLACED

For the Years 1981, 1983, 1985



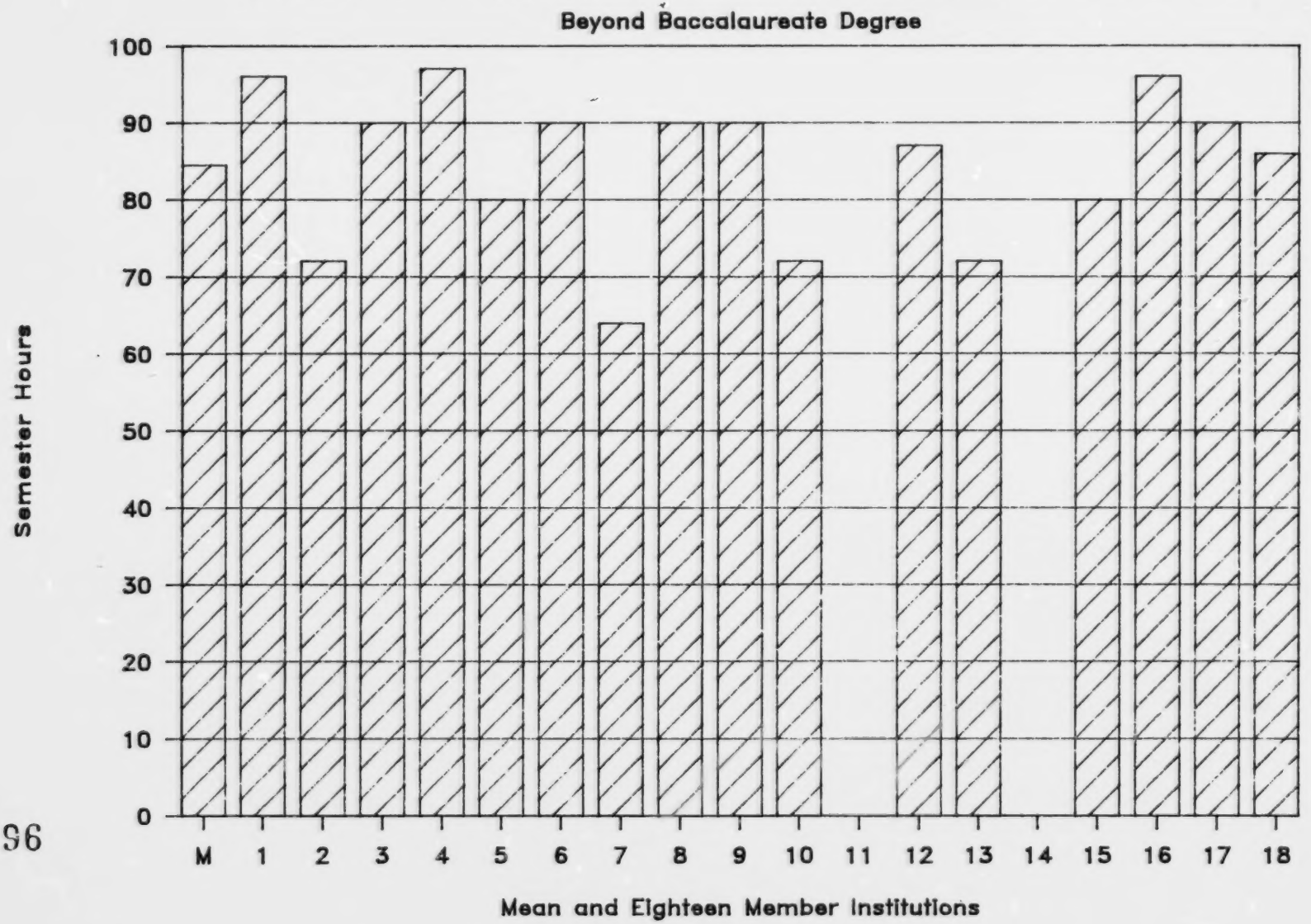
TYPE OF DOCTORAL DEGREES AWARDED



Eighteen Member Institutions

3 = Increase 2 = Unchanged 1 = Decrease

CREDITS REQUIRED FOR DOCTORAL DEGREE

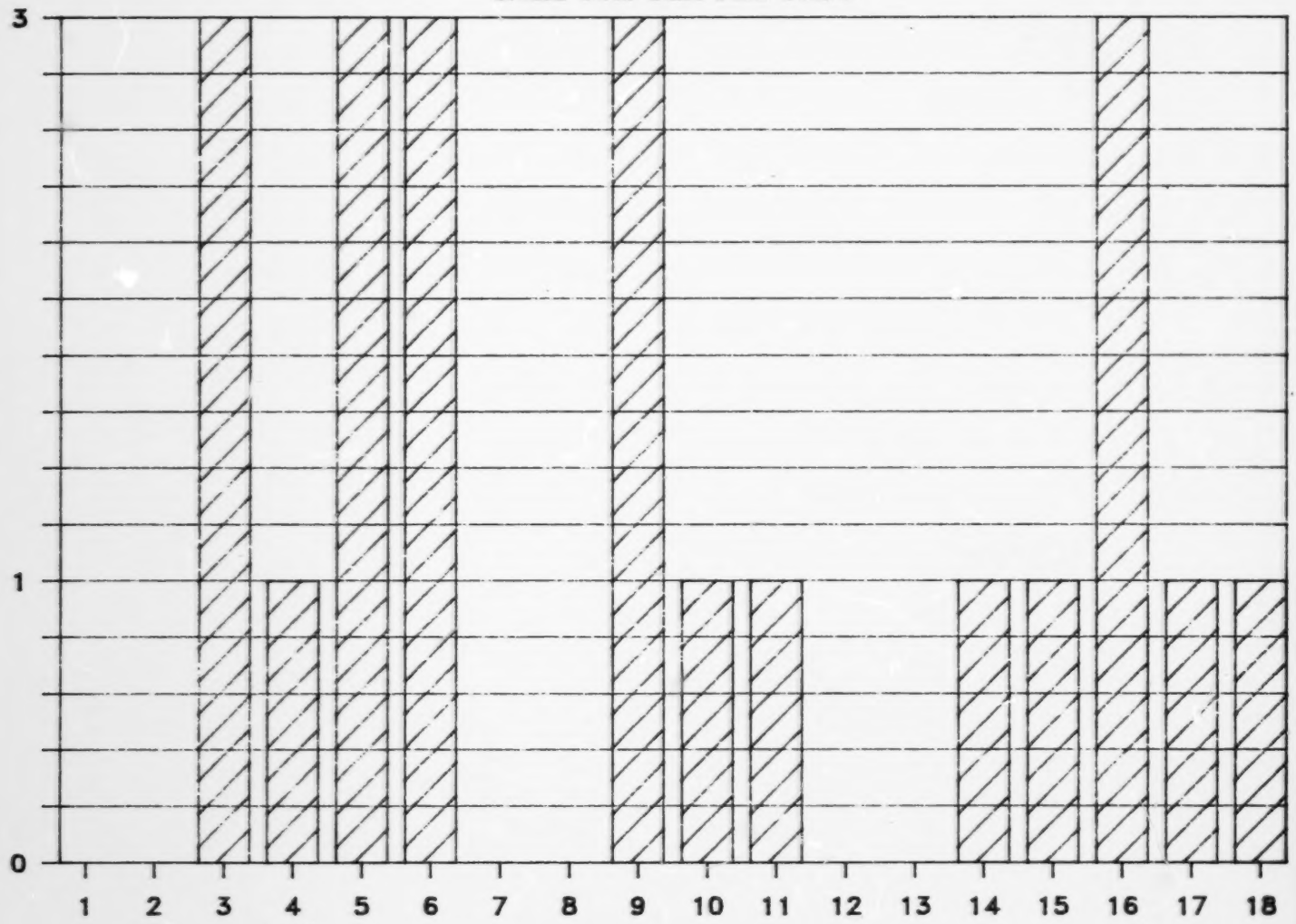


DOCTORAL STUDENT PLACEMENTS
Ranks in Order of Placements 1981-1985

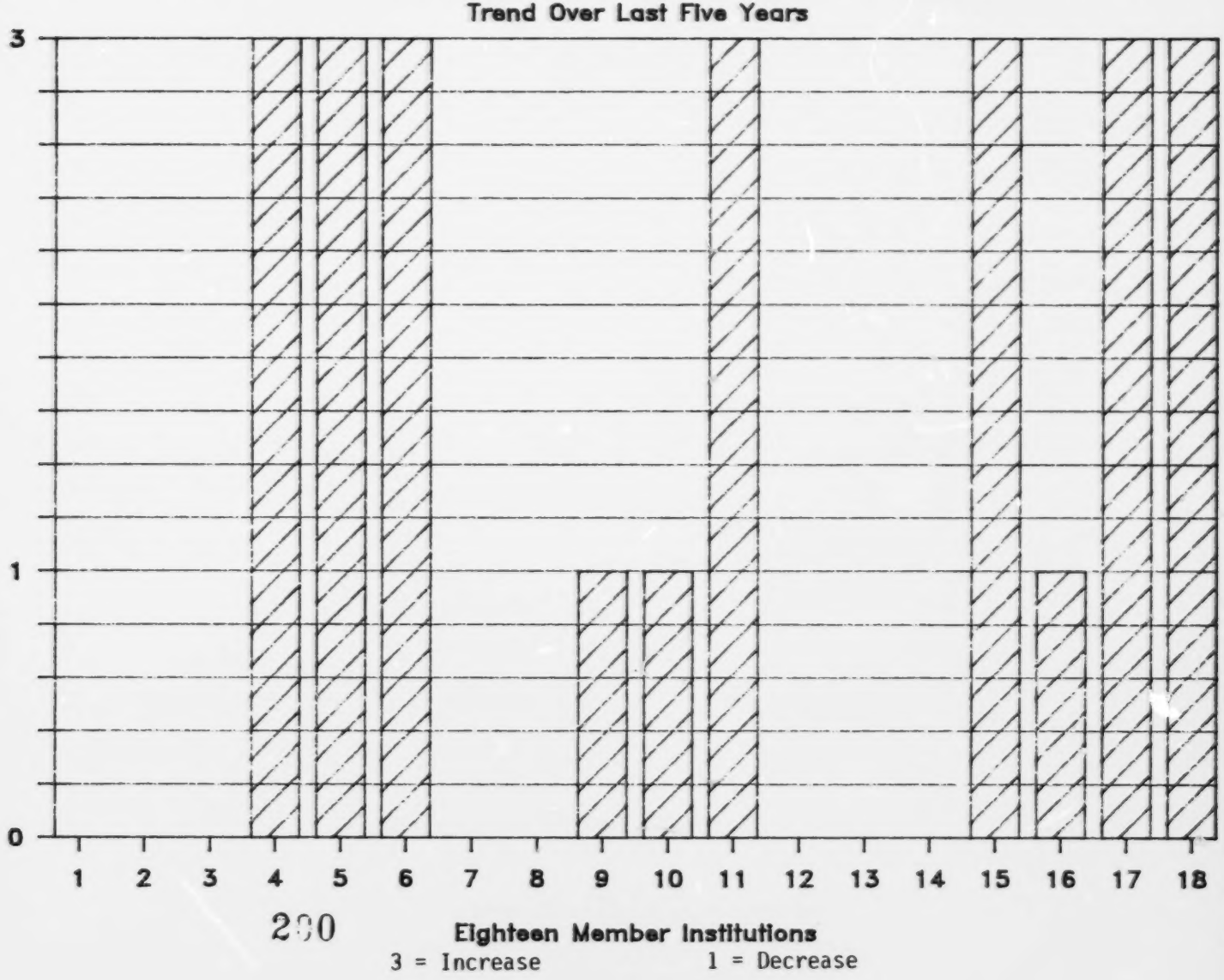
	Member Institutions																	
PLACEMENT AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Secondary Schools	3	3	5	5	6	5	3	3	3	3	3	3	3	3	3	3	3	3
Two-Year Post-Secondary Schools	2		4	2	2	6	1		4	2	3	1	3	2	2	2	4	2
College or University	1	1	2	1	1	1	2		1	3	4	2	1	2	1	5	1	1
State Education Agencies	4	2	1	4	3	3	3		3		2	4	2	4	3	4	2	4
Other Gov't. Agencies	6		3	6	4	2	5		6		5		5	3	5	6	7	6
Private Industry	5		6	3	5	4	6		5	4	6			3	4	3	3	5
Other	*7																**6	

*International
**Research Center

DOCTORATE PLACEMENTS--SECONDARY SCHOOLS

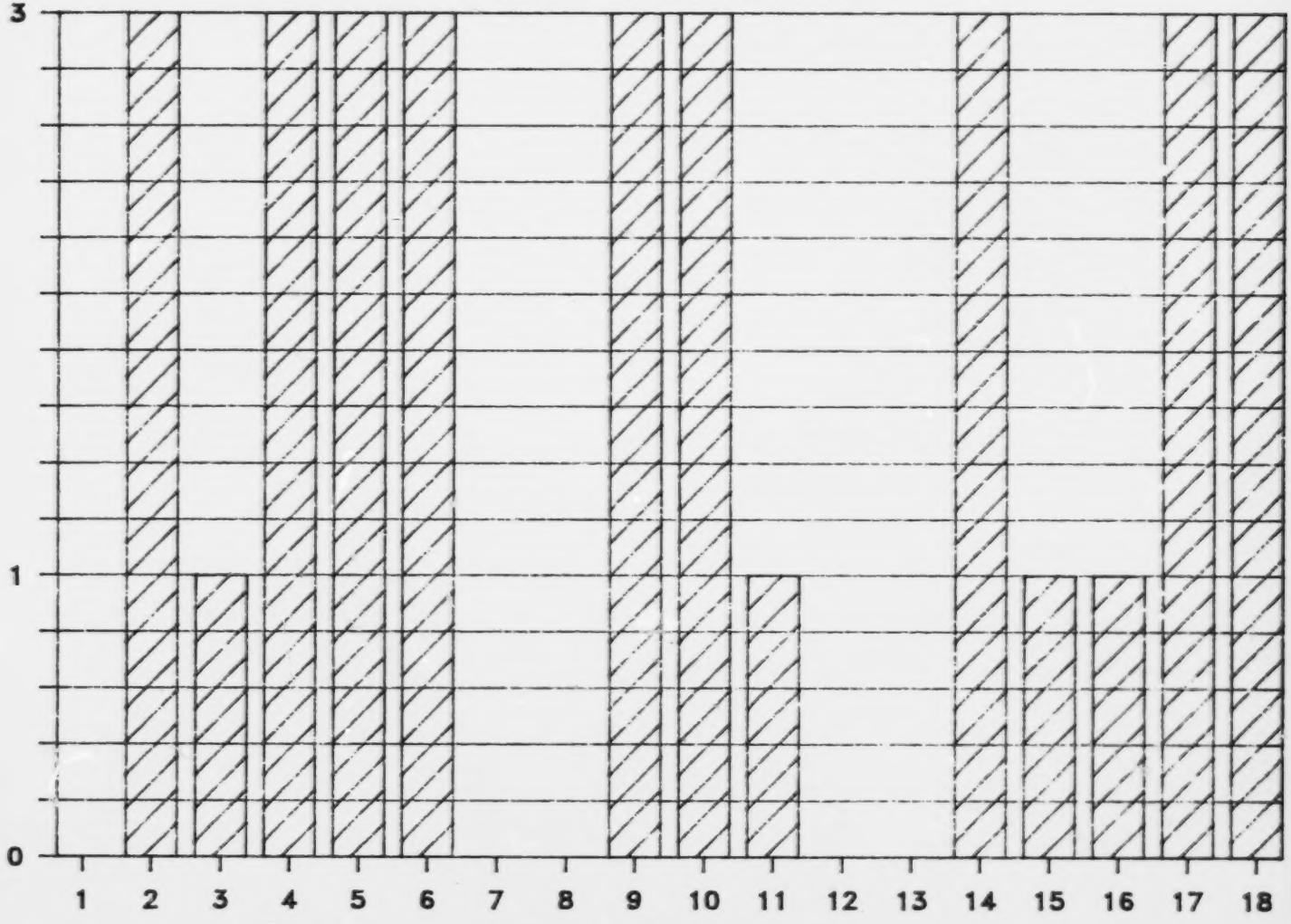


DR. PLACEMENTS IN TWO–YEAR INSTITUTIONS



DR. PLACEMENTS IN COLLEGES/UNIVERSITIES

Trend Over Last Five Years



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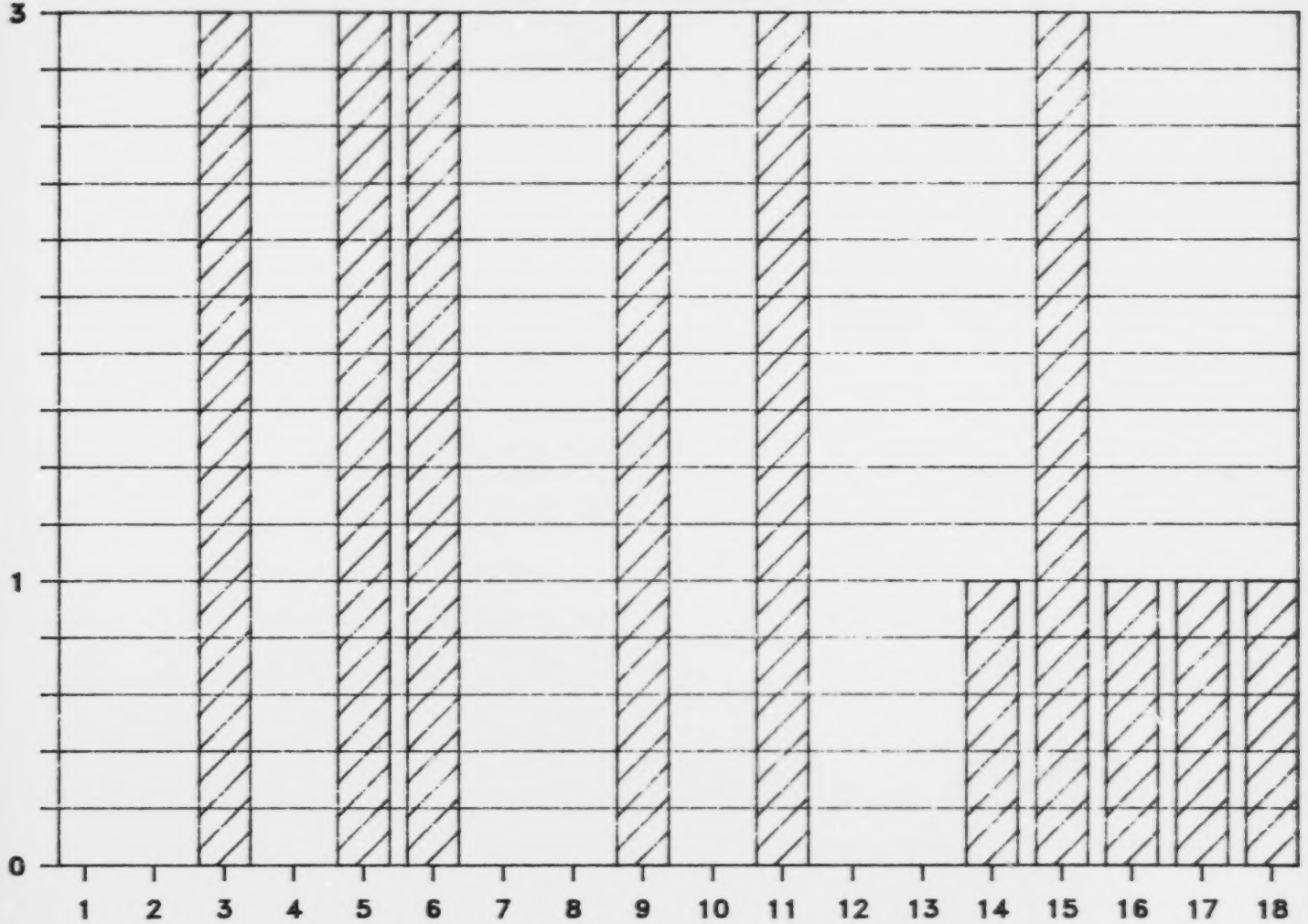
Eighteen Member Institutions

3 = Increase 1 = Decrease

DR. PLACEMENTS IN STATE EDUC. AGENCIES

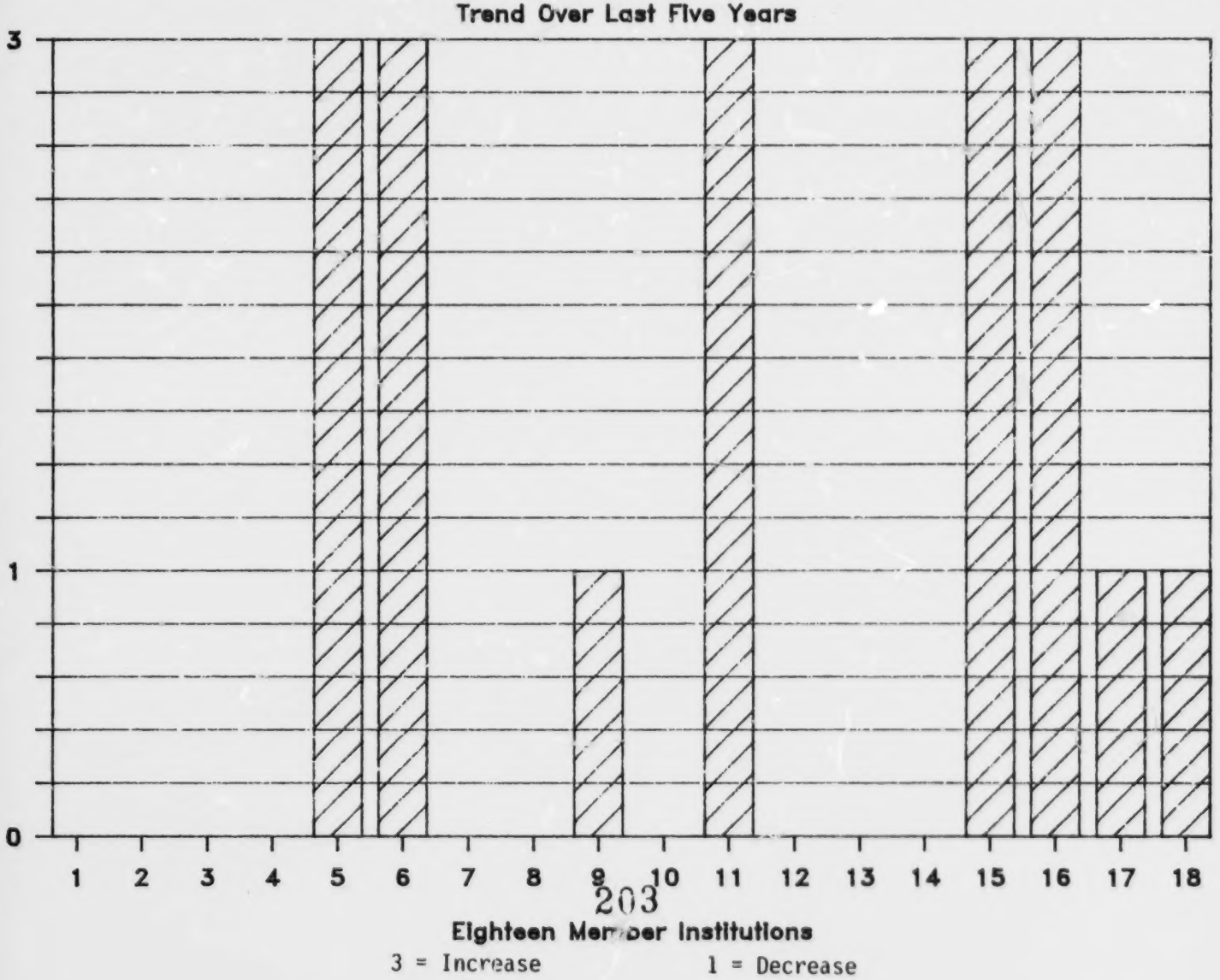
Trend Over Last Five Years



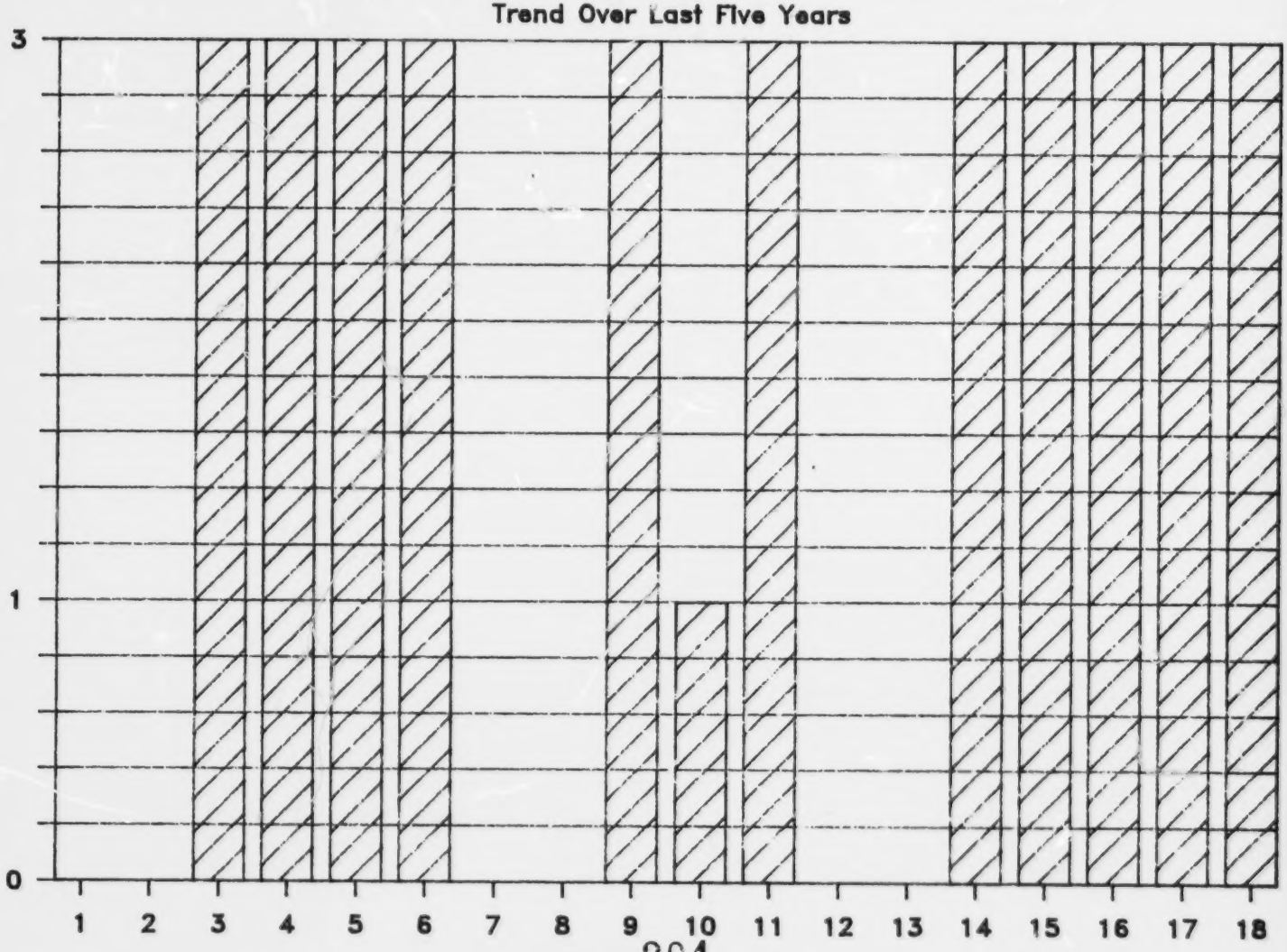
Eighteen Member Institutions

3 = Increase 1 = Decrease

DR. DEGREE PLACEMENTS/OTHER GOV. AGENCIES

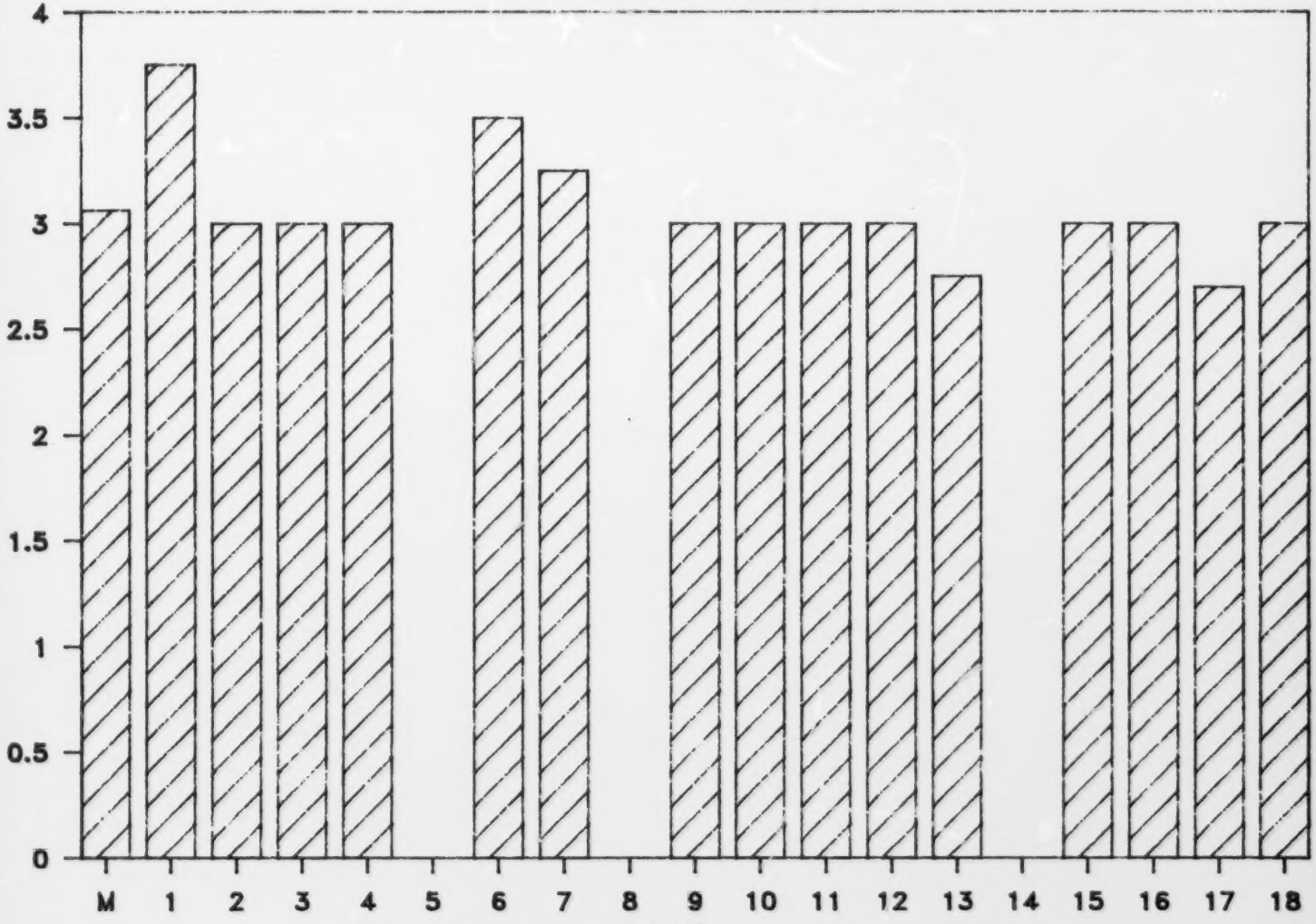


DR. PLACEMENTS IN PRIVATE BUS./IND.



MINIMUM REQUIRED GPA FOR ADMISSION

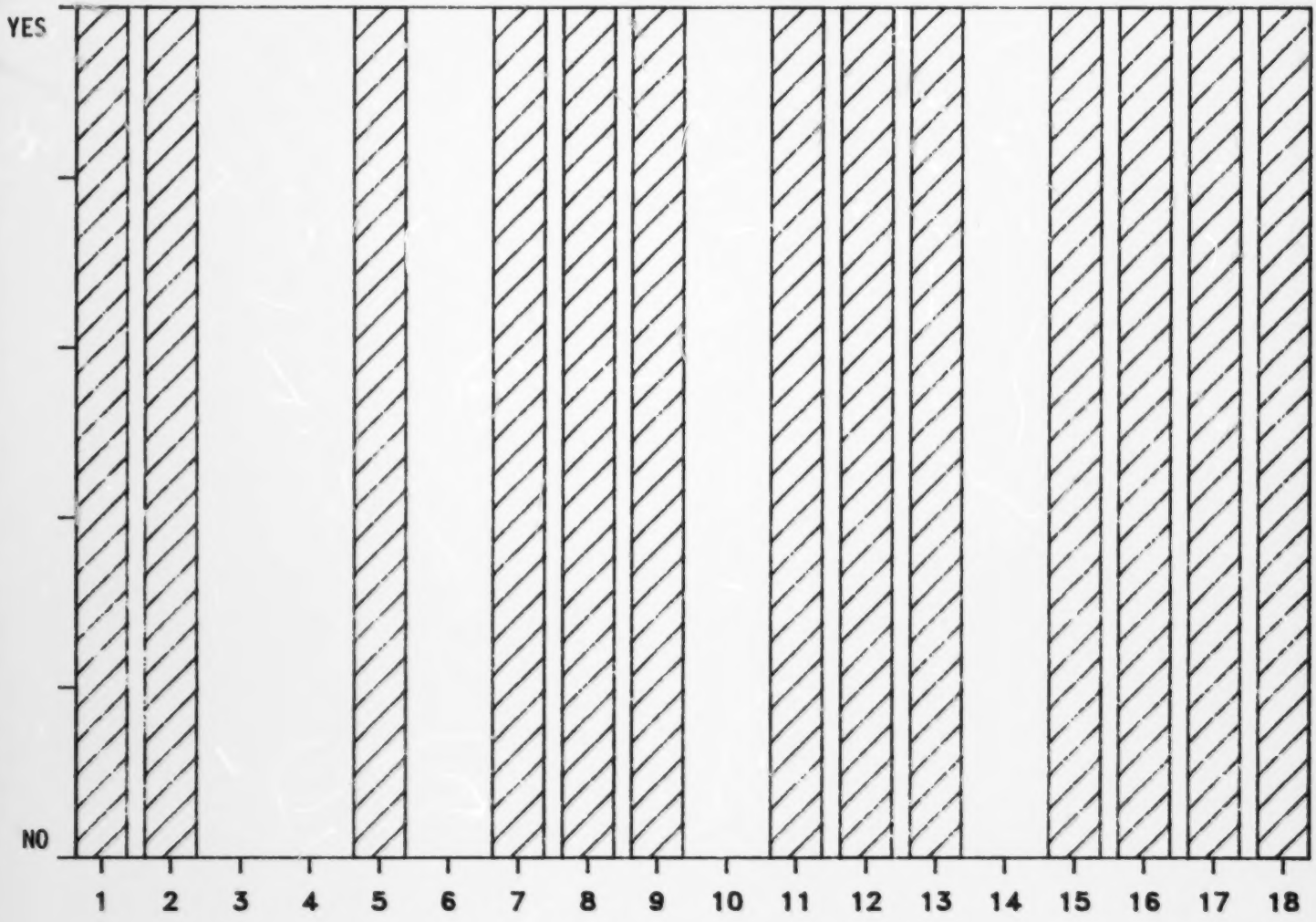
TO DOCTORAL PROGRAM



Mean and Eighteen Member Institutions

GRE AS A REQUIREMENT FOR

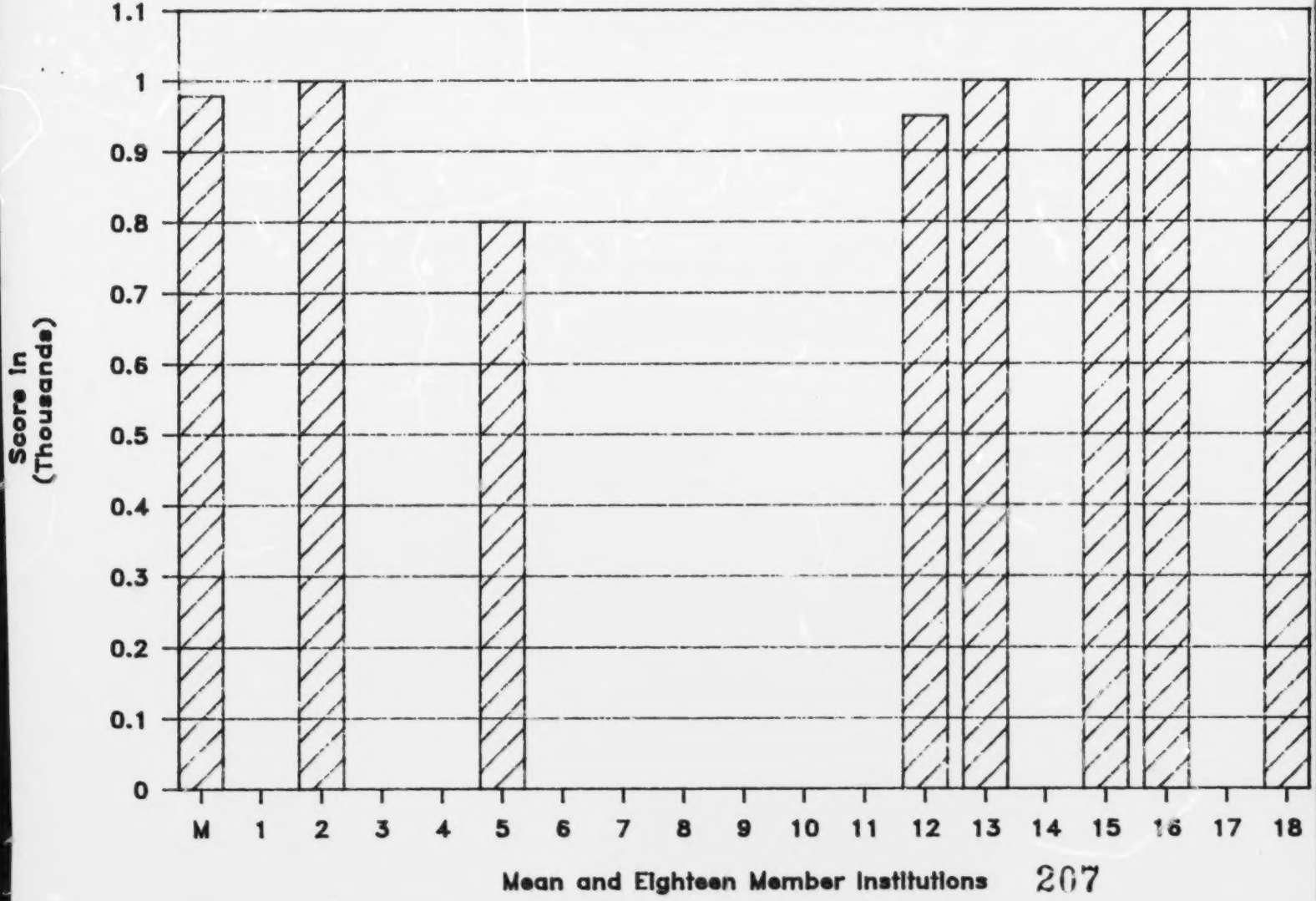
DOCTORAL ADMISSION



Eighteen Member Institutions

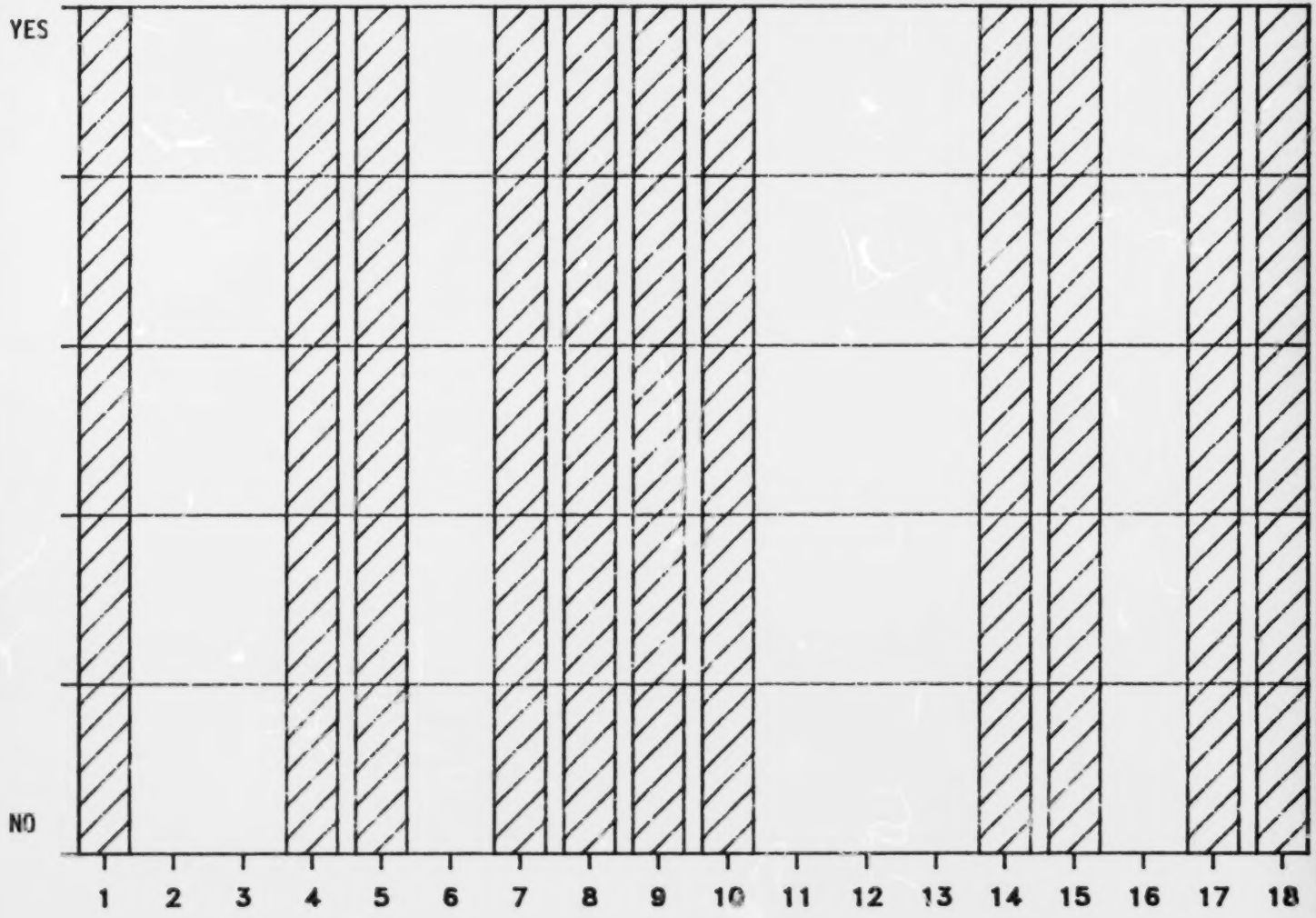
MINIMUM REQUIRED GRE SCORE

Doctoral Admission



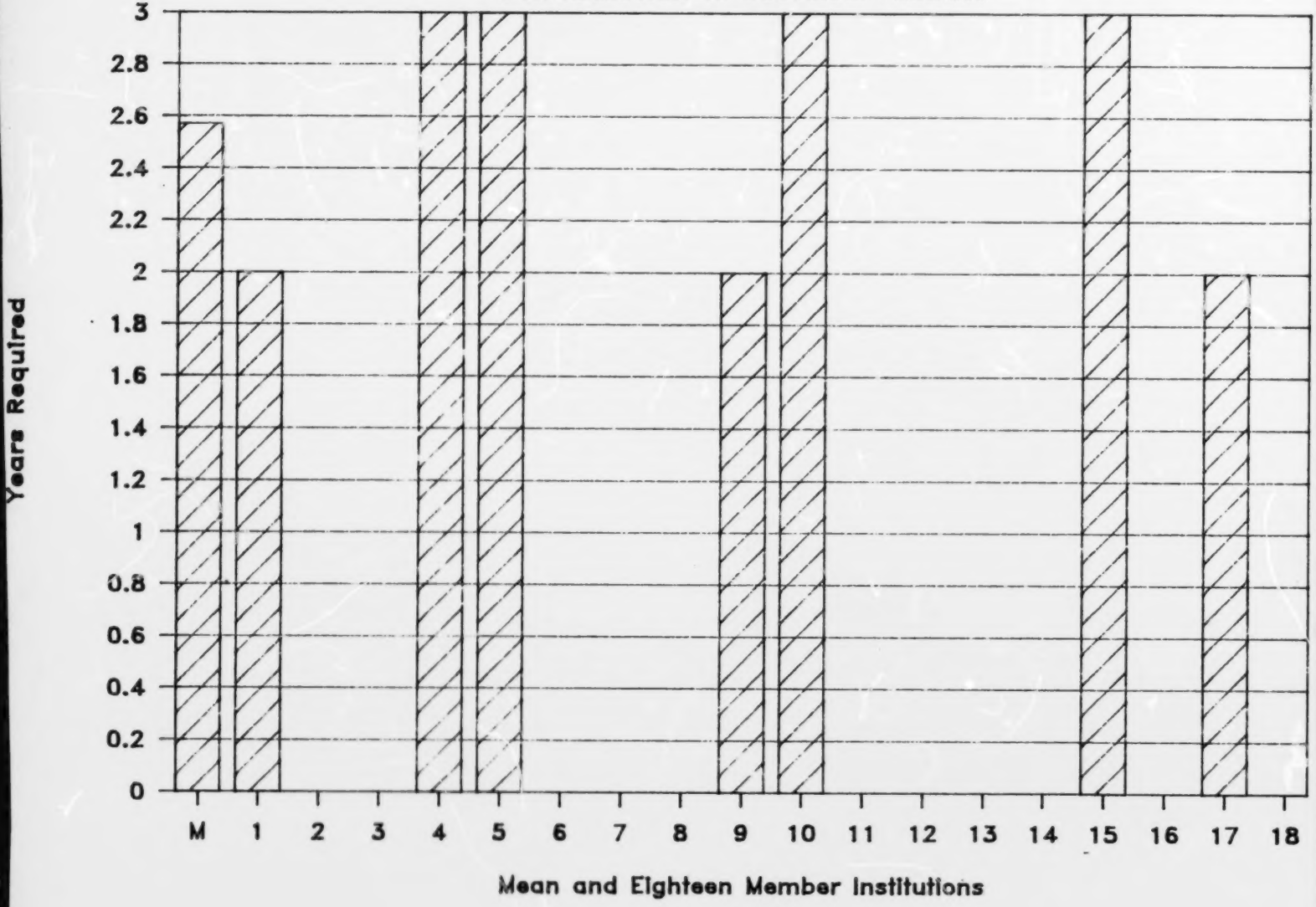
PROFESSIONAL EXPERIENCE REQUIRED FOR

DOCTORAL ADMISSION



YEARS PROFESSIONAL EXPERIENCE REQUIRED

FOR ADMISSION TO DOCTORAL PROGRAM



SUMMARY OF RESPONSES TO OPEN-ENDED QUESTIONS

Accreditation

Q: Are vocational programs at your institution subjected to unusual accredited requirements?

A: School No. 10 works through a separate state agency which is responsible for accrediting teacher education programs and for certifying teachers. This agency is independent of the State Department of Education.

School No. 14 is accredited by a state board of teaching.

One school recently elected to withdraw from NCATE.

Graduate Student Financial Support

Q: What types of graduate student financial support are available?

A: In addition to graduate teaching and research assistantships, associate positions and work study, funding was made available through fellowships, scholarships, endowments, grants, and for specific contracts for positions in project staffing, curriculum writing and instructional materials editing. Two school reported the availability of tuition waivers.

Faculty Certification/Credentialing Requirements

Q: If faculty members are required to be certified and/or credentialed, what agency is in charge?

A: Three units reported certification/credentialing requirements for at least part of their faculty. All are accredited by a state agency; one unit reported that teacher education faculty are required to be credentialed by the university.

Summer Salary Status

Q: What is the status of summer salary allocations?

A: Most units reported that summer salaries were determined by a percentage calculation, either as a basis of percentage of full-time load or as a percentage per credit hour taught. Full-time assignments ranged from 10 percent to 30 percent of 9-month salary. Per credit hour percentages ranged from 1.5 percent to 3.7 percent of annual salary per credit hour. Several units are paid an annual salary which included summer school assignments, and one institution reported being paid on a ten-month basis to cover summer school assignments.

Thirteen units report having limited summer teaching assignments and/or salary caps. Several institutions reported decreased summer teaching opportunities. One unit reported the possibility of rotating staff through alternate summers or through part-time assignments. Another school was considering a trimester program wit' the opportunity to teach limited to

two of the three semesters. A proposal to place all summer school programs on a self-supporting basis under the Division of Continuing Education has been submitted at one institution. Salary based on enrollment has been proposed at one location. One unit reported that the teaching load per FTE had been raised.

Part-Time and Affiliate Faculty Salaries

Q: How are part-time and affiliate faculty salaries determined?

A: Part-time faculty salary determinations varied widely among Council units. The most prevalent pattern was salary based on credit hours. Several schools qualified that statement by adding that the amount is modified by considerations for rank and experience, and by qualifications of the instructor including publication record and degree held. Several schools stated that the salary was externally determined--by the vice president for academic affairs or by the extension division.

Affiliate faculty salaries were for the most part determined by the same criteria as was used for part-time faculty. Several units indicated that affiliate faculty were given travel allowances.

Off-Campus Instruction

Q: Do faculty receive extra compensation for teaching off-campus?

A: Eleven units do not provide extra compensation for teaching off-campus. Seven units did provide extra compensation.

Q: Is there a dollar limit which faculty can receive for teaching off campus? If so, what is the limit?

A: Nine units reported maximum limits on off-campus salaries. Those schools reporting a percentage calculation for off-campus salaries reported being compensated at 20 percent of annual salary. Several schools report being limited to the number of classes per semester that could be added to the full-time load—usually one course per semester. If paid on a per-course basis, salaries ranging from $1500 per course to $2500 per course were reported. One unit reported that off-campus assignments were part of the regular teaching load; one school reported that their faculty was granted extra compensation for assuming over-load assignments.

Q: List any significant trends or proposed changes for faculty teaching off-campus.

A: Four units reported that off-campus instruction has decreased; two institutions indicated that there have been or will be increases with more faculty time being used for off-campus instruction. One unit reported that off-campus courses have been part of the regular teaching load, but that there was a proposal that extra compensation be paid for off-campus courses. At one location, it was reported that the institution was unwilling to fund off-campus instruction for faculty not teaching full loads on campus. One unit reported an unwillingness among faculty to

teach off-campus if they could teach on campus. In one school, off-campus instruction was self-supporting; regular instructional funds could not be used to supplement it.

Professional Development Activities

Q: Is your institution restricted in terms of providing professional development activities (credit or non-credit) in the state or region? If yes, how is it restricted and by whom?

A: Five units reported imposed restrictions on professional development activities. One additional unit reported being required to get approval for courses in areas where other institution are providing similar courses. Other than restrictions created through inadequate funding, units reported being required to get approval to serve in regions assigned to other institutions if the proposed activity was for a duplicate major. One unit cannot provide an activity in a region assigned to an institution which provides service for that major; one unit was even further restricted, in that approval must be granted each semester for each proposed professional development activity.

Q: Describe any inservice professional development activities provided to local schools or school districts at their request.

A All units reported being involved in some professional development activities at the local school level. Several schools reported that services were contracted. One institution indicated that much of their activity centered around faculty consultation. Most units indicated that they were involved in providing a variety of courses designed to meet local needs. In two units, activities were contracted through state agencies and were provided on an ongoing basis. Professional development activities must be self-supporting at one institution. In one location, the unit became involved in developing criterion referenced testing for a post-secondary institution. The activity covered 12 months, using time from five faculty and generating 410 student credit hours and about the same number of staff development units.

Trends in Administrative Structure

Q: List any significant problems, trends or issues in terms of administrative structure for the vocational education unit.

A: Of the eighteen responding units, nine indicated that their administrative structures were stable. Two of these nine reported that reorganization proposals had been surfacing. Four schools have recently--or are now--reorganizing. In all four instances, the unit was being combined with other departments. One school reported that the additional education requirements has forced agriculture education and home economics education and the faculty form those programs to be reassigned to the colleges of Agriculture and Home Economics. A research center was added at one university, and at another location, the university assumed, for the first time, the responsibility for the department chairman's salary. One school reported a diversity of

thought among faculty about the advisability of maintaining separate administrative units which result in overlapping and duplication of efforts.

Trends in Curriculum

Q: List any significant problems, trends or issues in terms of the undergraduate and graduate curriculum offered in vocational education.

A: Three institutions reported that enrollment was down and that recruitment was going to be required to maintain and/or increase program size. Three units reported that program revisions resulted in merging specializations. A major outcome from those revisions was the merging of core pre-service methods courses. Increased professional education requirements were mentioned as being a trend. One school reported that problems have been created by moving education programs into colleges providing the professional foundation. One school reported that all programs will be transferred to the colleges providing the foundation, and that their unit will provide certification courses only. Other trends include moving to weekend programs and regional centers, providing instruction for more non-certification degree majors, working toward a competency-based program, and moving technical course components to community colleges.

Trends in Financial Support for the Vocational Unit

Q: List any significant problems, trends or issues in terms of financial support for the vocational education unit.

A: Twelve schools reported experiencing reductions in state funding; one unit has lost all state department support. Along with reduced funding, reductions in the number of faculty positions existed in several schools. Small classes and the accompanying difficulty in getting tenured faculty replaced was mentioned as a concern. One institution reported a slow but steady increase in base support and significant increases in equipment purchases.

Trends in Enrollment and Student Composition

Q: List any significant problems, trends or issues in terms of enrollment and types of students in the vocational education unit.

A: Seven schools mentioned a decrease in numbers of undergraduate students, but an increase in the quality of students. Graduate students number have increased in several schools; two schools reported a drop in number of master's degree candidates. Also noted were increases in foreign students and larger percentages of older students coming from other professional areas.

Trends in Courses and Graduation Requirements

Q: List any new vocational or other courses and new graduation requirements that have been added to your undergraduate curriculum in vocational education in the last five years.

A: Six schools have added courses in teaching special needs students. Several schools mentioned making adjustments for additional required hours in general education. Courses in education such as pre-student teaching field experiences, computer courses, communications and intercultural relations units have been added. Student teaching requirements have been increased in at least one university. Pre-student teaching competency testing and increased GPA requirements, both at entry into educational studies and at graduation, were noted as trends in undergraduate education.

Trends in Scope and Quality of Vocational Education

Q: List any other significant problems, trends or issues that have enhanced or diminished the scope and quality of vocational education at your institution.

A: Several respondents indicated that reductions of State Department of Education support reduced inservice activities, number of faculty, and the general scope of vocational education. One institution mentioned a trend of public schools to get inservice training through other agencies or to do it themselves. Added general education requirements on the high school level, one school stated, has reduced the need for vocational teachers. One school has been faced with increases of international projects creating stressful levels of faculty overloads. One institution has added programs in training and development and in extension education. In one school, education majors are now in a five-year program, but that requirement does not apply to vocational education. One school indicated that it was faced with a problem recruiting quality minority faculty.

Degree/Certification Requirement Differences

Q: Are degree and certification requirements the same? If no, what are the differences?

A: Nine schools reported that degree and certification requirements were the same. The remaining schools indicated the following differences: (a) degree requirements were higher than certification requirements; (b) different specializations had different requirements; (c) students electing to graduate without meeting certification requirements had greater program flexibility; and (d) some programs required work experience hours.

Competency Test Status

Q: If competency tests are used in undergraduate programs, which tests were used?

A: Tests reported in use included the California Achievement Test, the National Teachers' Examination, the CBEST Reading, Writing and Mathematics Examination, the CTBS for basic competencies when entering the program, NTE and special tests for areas not covered by NTE for certification, NOCTI examinations and state-developed examinations.

Undergraduate Program Admission Requirements

Q: List specific requirements for admission to teacher education.

A: Most respondents indicated that a minimum GPA was required for admission--varying form 2.0 to 3.5 on a 4.0 scale. Some schools required advanced standing. ACT scores, when required, varied among schools from a low of 16 to a high of 20. One school admitted students directly into teacher education at the freshman level or upon transfer into the university. Several schools required successful completion of national competency tests. One school required the completion of 12 hours of professional coursework at a minimum GPA of 2.25 before admission to teacher education. Two schools required letters of recommendation.

Test Score Requirements at Master's Degree Level

Q: Are GRE test scores required for admission to the Master's Degree program? If so, what is the minimum score for admission? If GRE tests are not required, what other tests are required and what are the minimum scores for admission?

A: One half of the respondents indicated that GRE test scores were required for admission. Of these, only four have minimum score requirements for admission, varying from a verbal/quantitative composite of 850 to a high of 1100 for applicants with less than a 3.0 GPA. Five schools indicated that they used the Miller Analogies Test (MAT) requirement. Only one institution indicated that it had a set MAT minimum score limitation—that minimum was 44 percentage points. Most schools indicated that they used a combination of admission criteria including GPA, references, work experience, review of candidate's statement of rationale for selecting the program, and the outcome of personal admission interview.

Professional Experience Requirement at Master's Degree Level

Q: Is professional experience required for admission to the Master's Degree program? If so, how many years are required?

A: Six institutions indicated that they required work experience for admission to Master's Degree programs. Two to three years were required; however, most schools listed a preference for work experience, but no firm requirement.

Placement Trends for Doctoral Degree Graduates

Q: Have new placement locations emerged for graduates of the doctoral program?

A: One school indicated an increase in international placements. Another school mentioned employment opportunities in research centers. Several schools indicated that graduates often took positions prior to graduating or were employed through out their study.

List Requirements Other Than GRE at Doctoral Level

Q: Are tests scores other than GRE scores used for determining admission to the doctoral program? If so, what are they and what minimum scores are required?

A: Miller Analogies (MAT) scores were required by several institutions with minimum score requirements ranging from 40 to 60 percent. Additional admission requirements included a writing proficiency test, letters of recommendation, statements of career goals, 3.0 GPAs, interviews, a master's degree in a related field, and a preference for applicants who had related teaching experience. If work experience was required (11 schools have such a requirement), two to three years was required. In some instances, work experience requirements varied by degrees.

Specializations Available in Doctoral Programs

Q: List areas of specialization available in doctoral programs.

A:

Areas of Specialization	No. of Schools Offering Specialization
Adult and Continuing Education	3
Agriculture Education	7
Business Education	8
Curriculum	1
Community College Administration	1
Comprehensive Voc. Ed.	3
Distributive Education	4
EdD in Occupational Education	1
EdD in Industrial Education	1
Extension/Communication/Training	1
Guidance and Career Development	2
Health Education	3
Home Economics Education	8
Human Resource Development	3
Industrial Education	9
International Vocational Education	1
Management, Research and Professional Development	1
Marketing and Distribution	1
Marketing Education	2
Research	1
Teacher Education	4
Technical Education	1
Trades and Industry	3
Trade/Technical Education	2
Training and Development	1
Vocational Administration	3
Vocational Education	4
Vocational Education Leadership	1
Vocational/Industrial	1
Vocational/Technical	3

APPENDIX

|Please return prior to November 1|

STATUS OF TEACHER EDUCATION IN UNIVERSITY
COUNCIL MEMBER INSTITUTIONS

INSTITUTION _____

NAME OF PERSON COMPLETING QUESTIONNAIRE _____

VOCATIONAL EDUCATION UNIT DATA

Are the vocational programs at your institution accredited by:

A regional association? Yes ___ No ___
NCATE? Yes ___ No ___
State Department of Education? Yes ___ No ___
Others (program specific)? Yes ___ No ___ If yes, indicate:

_____
_____
_____

PERSONNEL:

HEADCOUNT OF FULL-TIME FACULTY BY RANK

	'81	'83	'85
Professors			
Assoc. Prof.			
Asst. Prof.			
Instructors			
Other			
TOTAL			
Tenured			
Special/ Temp.			

HEADCOUNT OF FULL-TIME FACULTY BY DEGREE

	'81	'83	'85
Ed.D.			
Ph.D.			
Ed.S.			
Master's			
Other			
TOTAL			
Tenured			
Special/ Temp.			

HEADCOUNT OF PART-TIME FACULTY BY RANK

	'81	'83	'85
Professors			
Assoc. Prof.			
Asst. Prof.			
Instructors			
Other			
TOTAL			

HEADCOUNT OF PART-TIME FACULTY BY DEGREE

	'81	'83	'85
Ed.D.			
Ph.D.			
Ed.S.			
Master's			
Other			
TOTAL			

	HEADCOUNT OF GRADUATE TEACHING ASSISTANTS			HEADCOUNT OF GRADUATE RESEARCH ASSISTANTS		
	'81	'83	'85	'81	'83	'85
Unit Funded						
Externally Funded						

VOCATIONAL EDUCATION UNIT GRADUATE STUDENT FINANCIAL SUPPORT:
(Other than Graduate Assistantships:)

	'81	'83	'85
Number receiving unit financial assistance			
Average amount provided per student			
Percent of full-time grad. students funded			

Types of financial support available: _____

INTERNATIONAL AND NON-RESIDENT GRADUATE STUDENTS

	'81	'83	'85
Number of international graduate students in Vocational Education unit			
Percentage of graduate students in Vocational Education Unit who are not residents of state where institution is located			

HEADCOUNT OF SUPPORT STAFF

	'81	'83	'85
Full-time			
Part-time			
Work-study			

FACULTY LOAD:

PERCENTAGE DISTRIBUTION OF FACULTY LOAD

	Teaching	Research	Service
Undergraduate			
Graduate			

Average teaching load per term (credit hours): _____

Are faculty members required to be certified and/or credentialed?
Yes ___ No ___ If yes, by whom? _____

FACULTY SALARIES IN VOCATIONAL EDUCATION UNIT

	1985-86 Academic Year (9 mo.) Range	Average	1985 Summer Term Range	Average
Professors	_____ :	_____	_____ :	_____
Associate Prof.	_____ :	_____	_____ :	_____
Asst. Prof.	_____ :	_____	_____ :	_____
Instructors	_____ :	_____	_____ :	_____
Grad. Assistants	_____ :	_____	_____ :	_____

What is the 1985-86 salary (12-month basis) of the person in charge of administering vocational education at your institution (i.e. department head)?

_____

What was the average percentage salary increase provided faculty in:
1981-82 _____ 1983-84 _____ 1985-86 _____

How is summer salary determined? _____
_____
_____
_____

Is there a limit on summer salaries? Yes ___ No ___ If so, how much per session or course? _____

List any significant trends or proposed changes in faculty summer salaries.
_____
_____
_____

How are part-time faculty salaries determined? _____
_____
_____
_____

How are salaries for affiliate faculty teaching off-campus classes determined?
_____
_____
_____

What is the average salary paid an affiliate faculty member teaching an off-campus class? _____
_____

Do faculty receive extra compensation for teaching off-campus? Yes ___ No ___

Is there a dollar limit which faculty can receive for teaching off campus?
Yes ___ No ___ If yes, what is the limit? _____

List any significant trends or proposed changes for faculty teaching off-campus.
_____
_____
_____

ON-CAMPUS CREDIT HOUR PRODUCTION FOR 1984-85 ACADEMIC YEAR AND 1985 SUMMER SESSION FOR VOCATIONAL EDUCATION UNIT

Calendar used: Semester _____ Quarter _____

SECTIONS AND CREDIT HOURS PRODUCED	1984-85 Academic	1985 Summer	12-Mo. Total
UNDERGRADUATE			
Course Sections:	_____	_____	_____
Credit Hours:	_____	_____	_____
GRADUATE 1*			
Course Sections:	_____	_____	_____
Credit Hours:	_____	_____	_____
GRADUATE 2**			
Course Sections:	_____	_____	_____
Credit Hours:	_____	_____	_____

Comparing on-campus credit-hour production for the 1984-85 calendar year to the 1981-82 calendar year, has:

	Increased	Decreased	Remained Unchanged
Undergraduate cr. hr. production	_____	_____	_____
Graduate 1 cr. hr. production	_____	_____	_____
Graduate 2 cr. hr. production	_____	_____	_____

OFF-CAMPUS CREDIT HOUR PRODUCTION FOR 1984-85 ACADEMIC YEAR AND 1985 SUMMER SESSION FOR VOCATIONAL EDUCATION UNIT

Are off-campus classes treated separately in the budget? Yes ___ No ___
Credit hour production? Yes ___ No ___

Calendar used: Semester _____ Quarter _____

SECTIONS AND CREDIT HOURS PRODUCED	1984-85 Academic	1985 Summer	12-Mo. Total
UNDERGRADUATE			
Course Sections:	_____	_____	_____
Credit Hours:	_____	_____	_____
GRADUATE 1*			
Course Sections:	_____	_____	_____
Credit Hours:	_____	_____	_____
GRADUATE 2**			
Course Sections:	_____	_____	_____
Credit Hours:	_____	_____	_____

* GRADUATE 1: Primarily Master's level courses.
** GRADUATE 2: Primarily Post-Master's level courses.

Comparing off-campus credit-hour production for the 1984-85 calendar year to the 1981-82 calendar year, has:

	Increased	*Decreased*	*Remained Unchanged*
Undergraduate cr. hr. production	_____	_____	_____
Graduate 1 cr. hr. production	_____	_____	_____
Graduate 2 cr. hr. production	_____	_____	_____

Are university monies used for supporting off-campus instruction?
Yes ___ No ___

Is your institution restricted in terms of providing professional development activities (credit or non-credit) in the state or region? Yes ___ No ___
If yes, explain how and by whom. _____
_____
_____
_____
_____

Describe any inservice professional development activities (e.g. courses, seminars, consultancies etc.) provided to local schools or school districts at their request. _____
_____
_____
_____

What percentage of the inservice professional development that you provide to schools is:
Non-credit/non-degree oriented _____ *Credit/degree oriented* _____

In the last five years has the amount of inservice professional development provided to schools:
Increased _____ *Decreased* _____ *Remained the same* _____

ADMINISTRATIVE STRUCTURE

Vocational Education at your institution is organized:

_____ *As a separate distinct department or division with all undergraduate and graduate programs provided through this unit.*

_____ *Undergraduate programs offered by departments in discipline-related colleges and graduate programs offered in one college.*

_____ *Programs are offered by departments in discipline-related colleges with a coordinated unit for graduate programs.*

_____ *Other (specify)* _____
_____

In what college(s) is (are) the graduate program(s) in vocational education located? _____

Total enrollment in your institution: _____
Total graduate enrollment at your institution: _____

TRENDS (CHANGES IN LAST FIVE YEARS AT YOUR INSTITUTION)

List any significant problems, trends or issues in terms of administrative structure for the vocational education unit. _____

List any significant problems, trends or issues in terms of the undergraduate and graduate curriculum offered in vocational education. _____

List any significant problems, trends or issues in terms of financial support for the vocational education unit. _____

List any significant problems, trends or issues in terms of enrollment and types of students in the vocational education unit. _____

List any <u>new</u> vocational or other courses and new graduation requirements that have been added to your undergraduate curriculum in vocational education in the last five years. _____

List any other significant problems, trends or issues that have enhanced or diminished the scope and quality of vocational education at your institution.

FINANCIAL DATA

Does your unit receive federal and/or state vocational education monies from the state agency administering vocational education?
Federal: Yes ___ No ___ State: Yes ___ No ___

How are vocational dollars from the state allocated to your vocational education unit?

____ On a basic grant with provisions for mutually agreed upon services provided (non-competitive with other institutions in the state)

____ On specific grants for services specifically stipulated by the state (non-competitive)

____ By contracts in response the specific RFPs (competitive with other institutions).

____ Other (specify) _____

What changes have occurred in financial support for the vocational education unit from the various sources over the last five years?

	Increased	Decreased	Remained the same
University support	____	____	____
State vocational education support	____	____	____
Research contracts of grants	____	____	____
Other contracts or grants	____	____	____
Total support for vocational education unit	____	____	____

Compare the percent of the total 1985-86 vocational education budget allocated to specific areas with the percent allocated to these areas five years ago.

	Increased	Decreased	Remained the Same
Faculty salaries	____	____	____
Materials and supplies	____	____	____
Equipment acquisition	____	____	____
Sabbaticals and other professional development activities	____	____	____
GTAs and other graduate student support	____	____	____
Others (list)	____	____	____

Does your budget from university funds include shared overhead monies generated by your contracts and grants back to your unit? Yes ___ No ___

What percent of the contract and grant overhead money is returned to your unit?
_____

What was your 1985-86 resident undergraduate student tuition rate for a full load of studies per semester/quarter? _____
For the entire summer? _____

What was your 1985-86 non-resident undergraduate student tuition rate for a full load of studies per semester/quarter? _____
For the entire summer? _____

Does tuition differ for undergraduate/graduate levels?
Yes ___ No ____ If so, how? _____
_____
_____

Does off-campus tuition differ from on-campus tuition?
Yes ___ No ___ If so, how? _____
_____
_____

Do you provide tuition waivers for non-resident students? Yes ___ No ___
If yes, how many were provided during the last academic year? _____

UNDERGRADUATE ENROLLMENT DATA

PROGRAM AREA	NUMBER ENROLLED			NUMBER GRADUATED			NUMBER PLACED IN TEACHING POSITIONS		
	'81	'83	'85	'81	'83	'85	'81	'83	'85
Ag	____	____	____	____	____	____	____	____	____
BOE	____	____	____	____	____	____	____	____	____
Health	____	____	____	____	____	____	____	____	____
Home Ec	____	____	____	____	____	____	____	____	____
ITE (IA)	____	____	____	____	____	____	____	____	____
MDE	____	____	____	____	____	____	____	____	____
T & I	____	____	____	____	____	____	____	____	____
Tech	____	____	____	____	____	____	____	____	____
Others	____	____	____	____	____	____	____	____	____

TYPE OF DEGREES AWARDED (i.e. BS, BEd): _____

Are students required to have work experience as a requisite for graduation?
Yes ___ No ___ If yes, how much? _____
_____

Are credits given for work experience? Yes ___ No ___

UNIT AWARDING DEGREE (i.e. College of Education, College of Agricultural):
_____

TITLE OF DEGREE: _____

TOTAL NO. OF CREDITS REQUIRED FOR DEGREE: _____
MINIMUM LENGTH OF PROGRAM FOR CERTIFICATION (i.e. 4 years, 5 years):
_____

Are Degree and Certification requirements the same?
Yes ___ No ___ If no, how do they differ? _____
_____
_____

COMPETENCY TEST REQUIREMENTS:

Prior to entering teacher education: Yes ___ No ___
Prior to receiving certificate: Yes ___ No ___
If competency tests are used, list those used: _____
_____
_____

SPECIFIC REQUIREMENTS FOR ADMISSION TO TEACHER EDUCATION: _____
_____
_____
_____

MASTER'S DEGREE CANDIDATE ENROLLMENT DATA

PROGRAM AREA	NUMBER ENROLLED			NUMBER GRADUATED			NUMBER PLACED IN RELATED POSITIONS		
	'81	'83	'85	'81	'83	'85	'81	'83	'85
Ag									
BOE									
Health									
Home Ec									
ITE (IA)									
MDE									
T & I									
Tech									
Admin									
Guid/ Couns									
Ad Ed									
Comp VE									
Others									

TYPE OF DEGREES AWARDED (i.e. M.S, M.Ed): _____

UNIT AWARDING DEGREE (i.e. College of Education, College of Agricultural):

_____

TITLE OF DEGREE: _____

TOTAL NUMBER OF CREDITS REQUIRED FOR DEGREE: _____

ADMISSIONS REQUIREMENTS:

Minimum GPA (4.0 = A): _____

GRE: Yes ___ No ___ Minimum Score: _____

Other tests (list): _____

_____ Minimum score: _____

Professional experience: Yes ___ No ___ No. of Years: _____

Other: _____

_____

_____

DOCTORAL CANDIDATE ENROLLMENT DATA

NUMBER ENROLLED			*NUMBER GRADUATED*			*NUMBER PLACED IN RELATED POSITIONS*		
'81	*'83*	*'85*	*'81*	*'83*	*'85*	*'81*	*'83*	*'85*
___	___	___	___	___	___	___	___	___

TYPE OF DEGREES AWARDED (i.e. Ph.D., Ed.D.): _____

UNIT AWARDING DEGREE (i.e. College of Education, College of Agriculture):

_____

TITLE OF DEGREES: _____

TOTAL NUMBER OF CREDITS REQUIRED BEYOND BACCALAUREATE FOR DEGREE:
Semester _____ *Quarter* _____

Rank the areas in which graduates during the last five years were employed. (Utilize the scale of 1 for most placements, 2 for second most placements, etc.) Also indicate if placements in each area have increased or decreased.

		PLACEMENTS	
	RANK	*Increased*	*Decreased*
Secondary Schools	___	___	___
2-Year Post-Secondary Institutions	___	___	___
Colleges or Universities	___	___	___
State Educational Agencies	___	___	___
Other Governmental Agencies	___	___	___
Private Business/Industry	___	___	___
Other (List) _____	___	___	___

ADMISSION REQUIREMENTS:

Minimum GPA (4.0 = A): _____
GRE: Yes ___ *No* ___ *Minimum Score:* _____
Other Tests (list) _____ *Minimum Score:* _____
Professional Experience: Yes ___ *No* ___ *No. of Years* _____
Other: _____
_____
_____

PROGRAM AREAS: List areas of specialization available: _____
_____
_____
_____

If possible, please attach copies of the following:

____ 1. *Administrative structure of department (i.e. organization chart).*

____ 2. *Catalog with course descriptions.*

____ 3. *Copy of Code (administrative policies and procedures) for Vocational Education Unit.*

____ 4. *Mission Statement for Vocational Education Unit.*

____ 5. *1985-86 Budget for Vocational Education Unit.*

____ 6. *Annual or biannual report.*